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ABSTRACT

This document contains accountability profiles with detailed information for the Department of Defense Domestic Dependent Elementary and Secondary Schools. Each profile contains a description of the school, district, or area characteristics and highlights identified by the principal or superintendent. Profiles also contain the 1997-98 priorities for academic achievement, teacher education and professional development, organizational development, and parent participation, as well as standardized test results. Schools in Puerto Rico and Guam are included. (SLD)

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building *futures* in a global *community*

Department of Defense Education Activity

Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)

Accountability Profiles

1997 - 1998

TM030288

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
SCHOOL, DISTRICT, AREA, AND SYSTEM
1997-1998

ACCOUNTABILITY PROFILES

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Antilles Middle School	Nancy Maldonado, Principal	
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Message from Dr. Lillian Gonzalez, Director
Department of Defense Education Activity (DoDEA)

A vision statement is generally written in such general language that it can rarely do more than inspire. Moving from inspiration to achievement requires a detailed plan. The DoDEA Community Strategic Plan is just that. It details the goals and benchmarks that are milestones on the way to becoming the school system described in the DoDEA vision statement. Ten interdependent education goals were identified as requirements for achieving the DoDEA vision. A number of benchmarks were developed to define discrete, measurable performance criteria for each of the goals. Every year specific goals and benchmarks are selected as priorities.

School year 1997-1998 saw significant advances in our strategic goals and benchmarks. DoDDS established 14 new Sure Start programs for a total of 55 programs. Parents, teachers, and students at a sample of 100 schools completed the first Customer Satisfaction Survey. The survey indicates that DoDEA's customers, parents, students, and teacher/staff, are generally very satisfied with their schools. Parents indicated that they are most satisfied with their child's teacher. It was also a year in which demands for world class schools led to the creation of a new DoDEA district on Guam. In an extraordinary example of determination, cooperation, and hard work, classrooms for more than two thousand students were constructed, staffed, and fully supplied in only seventy-nine days. We welcome the Guam district to the DoDEA family. As an outgrowth of the school improvement process, the Framework for School Improvement Support was implemented to develop model programs to meet the unique needs of DoDEA schools. The Framework is providing resources and innovative practices to help meet these challenges including schools with very high rates of mobility and deployment.

This two-volume publication offers a glimpse of DoDEA during the third year of its five-year transformation process. The 1997-1998 student performance data are included in both the **Accountability Report** and the **Accountability Profiles** and can be compared to those of previous years, including the baseline data of school year 1993-1994. I thank you for your interest in and support of the students and programs in our schools, and invite you to share in our vision for DoDEA's future.

By the year 2000,

DoDEA will be a learner-centered organization,

Unbound by traditional school concepts of time, location and age requirements,

And recognized for its ability to provide students with the knowledge and high level skills required for success in a global community.

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Introduction

The DoDEA Community Strategic Plan outlines the ten goals that are the vehicle for moving DoDEA toward the vision of "an organization without boundaries, united in purpose with the community, and with the latest technology to empower students." The DoDEA Community Strategic Plan also "established benchmarks, or measurable commitments, for each of the ten goals." One of DoDEA's priority benchmarks (9.1) is to "By the year 2000 ... establish and evaluate a systemwide accountability process for the monitoring of the Strategic Plan, school improvement process, and student progress." A second priority benchmark (10.7) is to "By the year 2000 ... create an effective communication system to share information among all of the DoDEA constituencies as measured by formal and informal surveys, random sampling, and interviews." This report is one step DoDEA has taken toward achieving these goals and benchmarks.

This volume includes **Accountability Profiles** that present significant information at the school, district, area, and system levels. It presents a rich resource for parents, students, teachers, and the community to examine achievement in the DoDEA school improvement process. The information presented in this report were selected because they:

- are directly related to the systemwide goals
- can be influenced by school initiatives
- are important for understanding the local context
- are useful in making educational decisions
- are essential for school improvement and student growth
- can be evaluated against a meaningful standard

How the Accountability Profiles are organized

The **Accountability Profiles** report is organized into two documents. The first document includes the system, area, district, and school profiles for the Department of Defense Dependents Schools (DoDDS), the overseas schools. The second document includes the system, district, and school profiles for the Department of Defense Domestic Dependents Elementary and Secondary Schools (DDESS), the domestic schools. The areas, districts, and schools are organized alphabetically within each larger organizational group.

How to use this report

This report includes detailed information for both the domestic (DDESS) and overseas (DoDDS) schools. As DDESS and DoDDS are authorized under different legislation and, traditionally, have been administered somewhat independently, the data reported for the domestic and overseas schools, while comparable, are in some cases different. In particular, there are four areas where the data are not comparable.

1. The *Priority Benchmarks* established by the DoDEA Community Strategic Plan for DDESS and DoDDS are different although they share Benchmark 8.1.

2. The *Special Programs* offered in DoDDS and DDESS are somewhat different. For example, the Advancement Via Individual Determination (AVID) and Reading Recovery programs are only employed in DoDDS.

3. In 1997-1998, DoDDS and DDESS students in grades 3-11 took the CTBS/5 Terra Nova, Multiple Assessment. Prior to 1997-1998, six different tests were administered in DDESS schools, varying largely by the state in which the district is located. The grade levels tested also vary across the DDESS districts. In 1996-1997, DoDDS students in grades 4, 6, 8, and 10 took the CTBS/5 Terra Nova, Multiple Assessment for the first time. In 1996-1997, DoDDS students in grades 3, 5, 7, 9, and 11 took the Comprehensive Tests of Basic Skills, Fourth Edition (CTBS/4). Prior to 1996-1997, DoDDS students in grades 3-11 took the CTBS/4.

4. The DoDEA Writing Assessment is administered to all DoDDS students in grades 5, 8, and 10. Several DDESS districts administered the DoDEA Writing Assessment for the first time in 1997-1998. Prior to 1997-1998, while several DDESS districts administered writing assessments, the assessments administered varied from state to state. Since the content and norms of the assessments varied across states and publishers, only results for the DoDEA Writing Assessment are presented in this report. Where available, DDESS school and district level data are presented.

Each profile includes the following sections:

- School, District, Area, or System Characteristics
- Principal's, Superintendent's, or Director's Highlights
- Benchmark Priorities
- School-Home Partnership Self-Evaluation Data
- Standardized Test Results

School, District, Area, or System Characteristics

Each profile includes the following information:

- **Student enrollment** data are presented graphically by gender and ethnic groups and are provided in tables by grade levels.

- **Special programs** presents a summary of common programs available in DoDDS and DDESS. This summary includes the grade levels served, the number of students enrolled in the programs, and the percent of the total school enrollment. The special programs include special education, talented and gifted (TAG), English as a second language (ESL), the number of students enrolled in Advanced Placement (AP) courses and the number of AP courses. (Students enrolled in more than one AP course are only counted once.) For DoDDS, the special programs also include Reading Recovery and AVID.

- **Mobility Rate** is a measure of how often students move in and out of a school during the school year. It is reported as the percentage of students who enter or withdraw from a school during the year relative to the enrollment. (In DoDEA schools, domestic and overseas, mobility rates are generally considerably higher than most stateside schools due to the mobility of the military community we serve.)

- **Sponsor's Affiliation** provides a summary of the military services and civilian groups served by DoDEA schools. Each child's sponsor is included in this percentage. For example, if a sponsor has two children in a school, both children are included in the percentage for their school.

- **Professional Staffing** presents a graphical summary of the number of professional educators by gender and ethnic groups. Professional staff include teachers, administrators, librarians, guidance counselors, school psychologists, nurses, and other professional educators.

- **School Staff** summarizes the number of professional educators who serve a school, district, area, or system. The data are summarized for four categories: administrators, classroom teachers, special education teachers, and other professionals. The "other" category includes counselors, nurses, psychologists, librarians, and other support professionals. The metric reported is FTE or *full time equivalents*. FTE can be thought of as 40 hour per week units. For example, if a school has 20 forty-hour per week teachers and 4 twenty-hour per week teachers, they have 22 FTE teachers.

- **Teacher Education** reports the percentage of teachers who have completed various levels of undergraduate or graduate education. BA/BS indicates that a teacher has completed their Bachelors of Arts or Science degree. MA/MS represents a Master's degree and a Doctorate indicates a Ph.D. or Ed.D. degree.

Principal's, Superintendent's, or Director's Highlights

This section provides each Principal and Superintendent, and the DoDEA Director an opportunity to highlight special accomplishments and unique programs in their school, district, area, or system.

Priority Benchmarks

In this section, each Principal and Superintendent, and the DoDEA Director has the opportunity to briefly report on their progress on the priority benchmarks identified in the DoDEA Community Strategic Plan. With the exception of Benchmark 8.1, different benchmarks have been identified as priorities for DoDDS and DDESS.

School-Home Partnership (SHP) Progress

DoDEA conducted a self-evaluation of the School-Home Partnership initiative in the spring of 1998 in both DoDDS and DDESS. This evaluation was conducted with the School Improvement Leadership Team from each school augmented by parent leaders of the School Advisory Council, the Parent Teacher Organization, and/or the School-Based Management Council. Members of this team individually rated their school's status on each of the five tiers of the School-Home Partnership initiative. The five tiers are:

- Co-Communicators
- Co-Supporters
- Co-Learners
- Co-Teachers
- Co-Advocates, Advisors, and Decision-Makers

Each tier was rated on a 5-point scale. The scale points indicate different levels of implementation of the School-Home Partnership tiers:

1. Traditional School Model
2. Little Progress toward the SHP goals
3. Visible Progress toward School-Home Partnership
4. Much Progress toward the SHP goals
5. Full School-Home Partnership

The average ratings of the teams are presented in this report.

Standardized Test Results

This section provides a summary of standardized test results including norm-referenced tests, the Scholastic Assessment Test (SAT), the American College Testing Assessment (ACT), and the DoDEA Writing Assessments.

- **Norm-Referenced Test** results are reported for Reading, Language, Social Studies, Mathematics and Science. This section includes school, district, system, and national median percentile scores. *Percentile scores* indicate how a student scored compared to students nationally. If a student scores at the 65th percentile, for example, he/she scored higher than approximately 65 percent of the students in the standardization sample. Percentile scores range from 1-99 and the national median is 50. Asterisks (**) indicate either that the school does not include students at that grade level or that fewer than 10 students were tested. In cases where fewer than 10 students were tested, valid inferences could not be made and the data are not presented.

  This section includes the results on the CTBS/5 Terra Nova, Multiple Assessment for grades 3-11. The pattern of grades presented on a profile depends on the grades served.

  For DoDDS, to assess progress toward **Benchmark 3.1** for Reading, Language, and Social Studies, the *Percent of Students Scoring in Each (percentile) Quarter* for 1996-1998 are reported in addition to the median percentiles for each subject and grade. The quarters are percentile ranges 1-25, 26-50, 51-75, and 76-99. (Nationally, 25 percent of the students score in each quarter; however, in DoDDS, proportionally fewer students score in the lower two quarters and more than 25 percent score in each of the upper two quarters.) The quarters are presented in bar graphs. The quarters are ordered (stacked) from low/bottom (1-25) to high/top (76-99).

  To assess progress toward **Benchmark 4.2** for Mathematics and Science, 1997 and 1998 median percentiles "gaps" are reported across ethnic groups in addition to the 1998 median percentiles for each subject and grade. Achievement ***gaps*** are the differences between the 1998 median percentile scores for each ethnic group and the 1994 DoDDS systemwide (baseline) medians.

- **Scholastic Assessment Tests (SAT)** are taken by the majority of high school seniors who plan to go on to college. This table presents the percentage of the high school seniors who took the test, % Participating, and the mean Verbal and Mathematics scores. The participation rate is an important factor when interpreting the mean scores because it determines who is included in the sample. The participation rates for both DoDDS and DDESS are significantly higher than the national percentages.

  SAT data are reported for the schools, districts, system, and nation. Results are reported for the two most current years available, 1997 and 1998.

Standardized Test Results

- **American College Testing Assessments (ACT)** are taken by the majority of high school seniors who plan to apply to a college or university in the mid-western region of the United States. This table presents the percentage of the high school seniors who took the test, % Participating, and the mean English and Mathematics scores. The participation rate is an important factor when interpreting the mean scores because it determines who is included in the sample.

  ACT data are only reported for the high schools in the Ft. Campbell and Ft. Knox Districts. ACT summary data are also provided for the Ft. Campbell and Ft. Knox Districts. Results are reported for the two most current years available.

- **Writing Assessments** are administered each spring to all DoDDS students in grades 5, 8, and 10. Several DDESS districts administered the DoDEA Writing Assessment for the first time in 1997-1998. Prior to 1997-1998, while several DDESS districts administered writing assessments, the assessments administered varied from state to state. Since the content and norms of writing assessments varied significantly across states and publishers, only results for the DoDEA Writing Assessment are presented.

  For DoDDS, the Accountability Profiles summarize the results for the last three years. For DDESS only 1997-1998 data are available. The number of students tested, whether or not the DoDEA standard was met, and the percentages of students at each performance level are presented. Four levels of performance are reported: *Distinguished, Proficient, Apprentice, and Novice/Undeveloped.* The percentage of *Unscorable* papers (e.g., illegible and off topic) is also reported.

  For DDESS, writing assessment data is only presented for a school if all students (classes) at a grade level were tested. DDESS system data are presented and district data are presented where they are available.

SECTION A

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

DEPARTMENT OF DEFENSE DOMESTIC DEPENDENTS ELEMENTARY AND SECONDARY SCHOOLS

1997-1998

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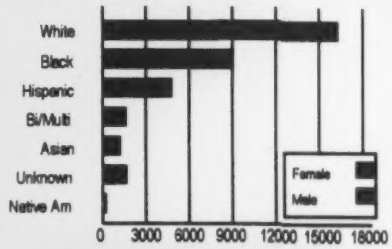
Department of Defense Education Activity
Department of Defense Domestic Dependent Elementary and Secondary Schools (PK-12)
1997/98 System Profile
Lillian Gonzalez, Director

System Characteristics

Student Enrollment - 34,430



Grade	
PreK	3240
K	4259
1	4079
2	3835
3	3467
4	3283
5	2939
6	2691
7	1819
8	1633
9	1145
10	804
11	648
12	588
Total	34430

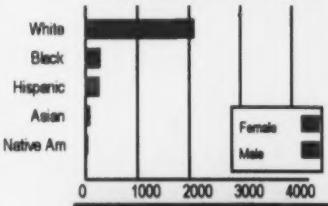
Sponsor Affiliation	
Marine	16%
Army	61%
Navy	10%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	3346	10%
K-8	TAG	1874	6%
K-12	ESL	1072	3%
AP Courses Offered		43	
Students Taking AP Courses		267	22%

Teacher Experience	
Years	Teachers
New	58
1-3	160
4-6	232
7-10	332
> 10	1714

Mobility Rate
37% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	111.5
Classroom Teachers	1895.3
Special Education	233
Other Professionals	441.3

Teacher Education	
Degree	Teachers
BA/BS	38 %
MA/MS	60 %
Doctorate	2 %

Director's Highlights

The Domestic Dependent Elementary and Secondary Schools have had an exciting year with the opening of a new district. The Guam District officially opened its doors on September 29, 1997 with three schools serving over 2,500 students.

The major emphasis for the area has been on the improvement and action plans of the DoDEA Community Strategic Plan. Direct feedback by the Special Assistant was provided for each District Improvement Plan, focusing on enhancing strategy implementation, monitoring progress, and providing more opportunities for parental involvement to increase student achievement.

As an outgrowth of the DoDEA Strategic Plan, The Framework for School Improvement was developed to provide assistance and specialized resources to increase student performance and enhance the teaching and learning process in selected schools.

We continued our efforts to efficiently and effectively use all of our resources, both at DDESS Headquarters and at the DoDEA systemwide level.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

DDESS Headquarters continued to support the purchasing of software and hardware to fully implement programs to enhance student technological proficiency. Access to the INTERNET has continued to grow in each district allowing students more accessibility to a variety of information sources.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

In our efforts to increase student achievement, a major emphasis has been the integration of curriculum standards throughout DoDEA. A task force was convened to develop a common set of performance standards for mathematics that combined both DDESS and DoDDS standards.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The focus for professional development within the DDESS system continued to be in support of the school improvement strategies. DDESS teachers, principals, and support staff participated in the DoDEA Summer Training, in such areas as: Writing Assessment, School Improvement, Street Law, Math Leadership, Algebra/Geometry, Technology, and others.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

The installation of a common set of technology across all DDESS districts has begun. This technology will enhance communication, student record keeping, and student accountability. The installation of an electronic mail system has been initiated with seven districts completed, and the rest by SY 1998-99.

Average Ratings of SIIP Progress	
Tier	**DDESS**
Co-Communicators	4.2
Co-Supporters	3.8
Co-Learners	3.4
Co-Teachers	3.8
Co-Advisors	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

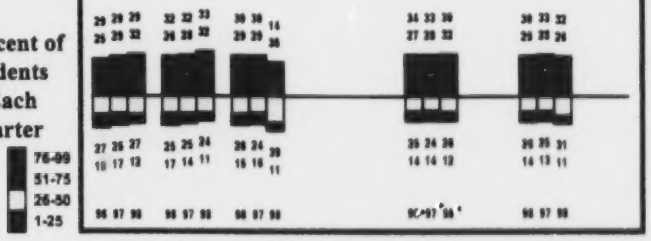
The DDESS Headquarters continued the partnership between parents and the schools through the School-Home Partnership initiatives. Parents from The Framework for School Improvement Support schools met with DoDEA and school leaders to forge an understanding of the process, and assist in the planning for increased student improvement for next year.

Standardized Test Results

Grade 3

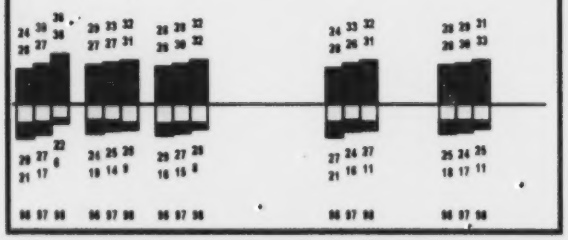
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	3162	3161	3155	3169	3159

Percent of Students in Each Quarter



Grade 7

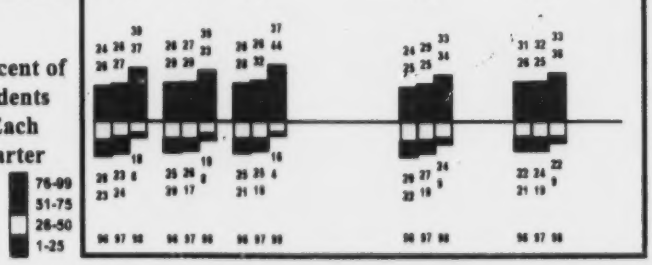
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	1615	1614	1609	1611	1612



Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
DDESS	67.8	66.7	68.9	64.8	64.5
Nation	50	50	50	50	50
# Students	711	711	699	711	711

Percent of Students in Each Quarter



SAT Results		DDESS	Nation
% Participating	97	49%	41%
	98	74%	43%
Math Avg Score	97	481	511
	98	481	512
Verbal Avg Score	97	495	505
	98	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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(703) 696-4373

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	1444	Met	17.7%	75.8%	6.1%	0.2%	0%
8	98	786	Not Met	30.3%	43.1%	20.6%	5.6%	0%
10	98	350	Met	29.4%	50%	11.1%	8.6%	1%

SECTION B

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

DEPARTMENT OF DEFENSE DOMESTIC DEPENDENTS ELEMENTARY AND SECONDARY SCHOOLS AREA 1997-1998

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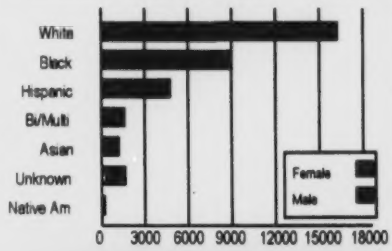
Department of Defense Education Activity
Department of Defense Domestic Dependent Elementary and Secondary Schools (PK-12)
1997/98 Area Profile

Linda Renz, Special Assistance for DDESS

Area Characteristics

Student Enrollment - 34,430



Grade	
PreK	3240
K	4259
1	4079
2	3835
3	3467
4	3283
5	2939
6	2691
7	1819
8	1633
9	1145
10	804
11	648
12	588
Total	34430

Sponsor Affiliation	
Marine	16%
Army	61%
Navy	10%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs

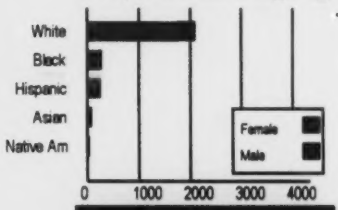
Grade Offered	Program		
PK-12	Special Education	3346	10%
K-8	TAG	1909	6%
K-12	ESL	1072	3%
AP Courses Offered		43	
Students Taking AP Courses		267	22%

Teacher Experience

Years	Teachers
New	58
1-3	160
4-6	232
7-10	332
> 10	1714

Mobility Rate
37% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	111.5
Classroom Teachers	1895.3
Special Education	233
Other Professionals	441.3

Teacher Education

Degree	Teachers
BA/BS	38 %
MA/MS	60 %
Doctorate	2 %

Area Highlights

The Domestic Dependent Elementary and Secondary Schools have had an exciting year with the opening of a new district. The Guam District officially opened its doors on September 29, 1997 with three schools serving over 2,500 students.

The major emphasis for the area has been on the improvement and action plans of the DoDEA Community Strategic Plan. Direct feedback by the Special Assistant was provided for each District Improvement Plan, focusing on enhancing strategy implementation, monitoring progress, and providing more opportunities for parental involvement to increase student achievement.

As an outgrowth of the DoDEA Strategic Plan, The Framework for School Improvement was developed to provide assistance and specialized resources to increase student performance and enhance the teaching and learning process in selected schools.

We continued our efforts to efficiently and effectively use all of our resources, both at DDESS Headquarters and at the DoDEA systemwide level.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

DDESS Headquarters continued to support the purchasing of software and hardware to fully implement programs to enhance student technological proficiency. Access to the INTERNET has continued to grow in each district allowing students more accessibility to a variety of information sources.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

In our efforts to increase student achievement, a major emphasis has been the integration of curriculum standards throughout DoDEA. A task force was convened to develop a common set of performance standards for mathematics that combined both DDESS and DoDDS standards.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The focus for professional development within the DDESS system continued to be in support of the school improvement strategies. DDESS teachers, principals, and support staff participated in the DoDEA Summer Training, in such areas as: Writing Assessment, School Improvement, Street Law, Math Leadership, Algebra/Geometry, Technology and others.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The installation of a common set of technology across all DDESS districts has begun. This technology will enhance communication, student record keeping, and student accountability. The installation of an electronic mail system has been initiated with seven districts completed, and the rest by SY 1998-99.

Average Ratings of SIIP Progress	
Tier	**DDESS**
Co-Communicators	**4.2**
Co-Supporters	**3.8**
Co-Learners	**3.4**
Co-Teachers	**3.8**
Co-Advisors	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

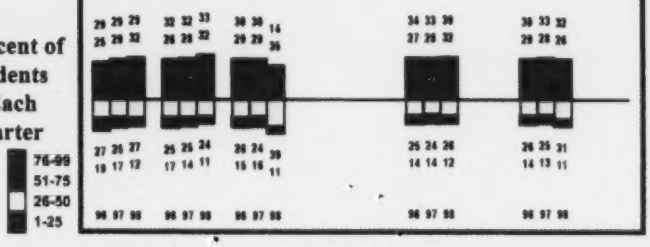
The DDESS Headquarters continued the partnership between parents and the schools through the School-Home Partnership initiatives. Parents from The Framework for School Improvement Support schools met with DoDEA and school leaders to forge an understanding of the process, and assist in the planning for increased student improvement for next year.

Standardized Test Results

Grade 3

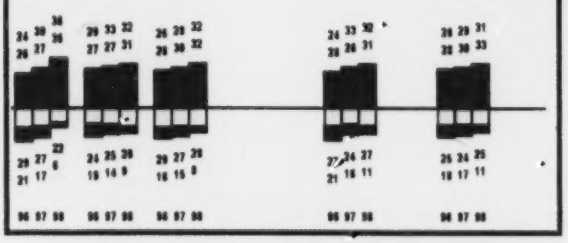
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	3162	3161	3155	3169	3159

Percent of Students in Each Quarter



Grade 7

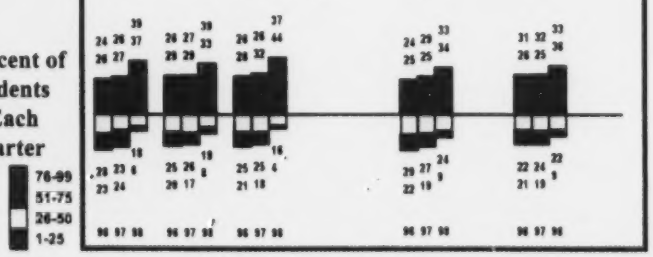
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	1615	1614	1609	1611	1612



Grade 10

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
DDESS	67.8	66.7	68.9	64.8	64.5
Nation	50	50	50	50	50
# Students	711	711	699	711	711

Percent of Students in Each Quarter



SAT Results			
		DDESS	Nation
% Participating	97	49%	41%
	98	74%	43%
Math Avg Score	97	481	511
	98	481	512
Verbal Avg Score	97	495	505
	98	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

DDESS
4040 N. Fairfax Dr., 4th Floor
Arlington, VA 22203-1635

DSN Phone: 426-4373
Fax Number:
Commercial Phone:
(703) 696-4373

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	1444	Met	17.7%	75.8%	6.1%	0.2%	0%
8	98	786	Not Met	30.3%	43.1%	20.6%	5.6%	0%
10	98	350	Met	29.4%	50%	11.1%	8.6%	1%

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SECTION C

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

ANTILLES DISTRICT
1997-1998

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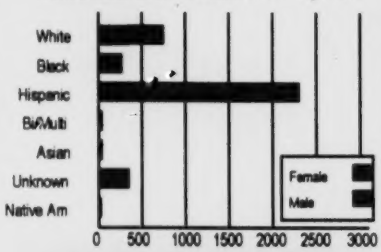
Department of Defense Education Activity
Antilles Consolidated School System (PK-12)
1997/98 District Profile
Richard Saddlemire, Superintendent

District Characteristics

Student Enrollment - 3,769



Special Programs			
Grade Offered	Program		
PK-12	Special Education	342	9%
K-8	TAG	185	6%
K-12	ESL	639	17%
AP Courses Offered		14	
Students Taking AP Courses		81	20%

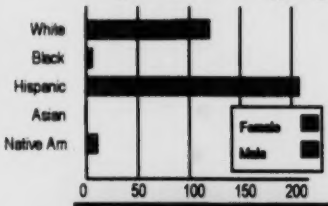
Grade	
PreK	246
K	316
1	324
2	335
3	318
4	313
5	281
6	274
7	289
8	248
9	207
10	219
11	210
12	189
Total	3769

Sponsor Affiliation	
Marine	<.5%
Army	19%
Navy	34%
Air Force	1%
Coast Guard	7%
Non-US Military	<.5%
US Civilians	39%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	5
4-6	17
7-10	37
> 10	252

Mobility Rate
21% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	11
Classroom Teachers	239
Special Education	28.6
Other Professionals	59.3

Teacher Education	
Degree	Teachers
BA/BS	37 %
MA/MS	61 %
Doctorate	3 %

Superintendent's Highlights

The Antilles Consolidated School System has diligently worked at modifying and improving the School Improvement Process so that all children can be successful. Internal visiting teams supported the SITs in their efforts to create a more efficient plan. The teams found overwhelming participation in the School Improvement Process and refocused some of the strategies.

ACSS's continued support for educational technology saw the networking of the libraries at the seven schools and the total networking of Ramey School. Plans are in place for the networking of the other two high schools. Additional software for high school science and math courses was installed to support the curriculum.

Antilles High School implemented a block schedule to support its SIP. The early childhood program has been recognized for its developmentally appropriate practices and will be in full implementation in SY 98-99. Teacher Assistance Teams have been installed to support classroom teachers in finding ways to best serve students.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

School's libraries have been networked with CD-Rom towers to provide greater access to available resources. Students integrated technology into the content areas by creating presentations utilizing the computers in the classrooms and the two available labs per school. Students in target grades used a computerized integrated learning system for remediation and extension.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

New curriculums were developed for math and science using the national and DoDEA standards. With an emphasis on hands-on instruction and inquiry based learning, significant achievement has been gained as evidenced by the standardized test. Students received math honors in Island-side competition. New problem-based learning software was installed in the high school.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional development was provided for all staff members as identified by the district's needs assessment. These included curriculum integration, assessment, brain research, attention deficit disorder , SIP, Early Childhood High Scope, DAP, Work Sampling, Equal Employment Opportunities, restructuring high schools, technology, and instructional strategies.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Training was provided on the MML. All school libraries were networked. CD-Rom towers were installed in the libraries. An electronic record keeping program (Grade + Machine) was purchased and the staff was trained. The staff participated in a number of staff development opportunities including, Word, Excel, Powerpoint, Internet, and other software.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	3.8	4.2
Co-Supporters	3.5	3.8
Co-Learners	3.2	3.4
Co-Teachers	3.6	3.8
Co-Advisors	3.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Training was provided for all schools on the five tiers of the SHP. Schools focused on increasing parent involvement throughout the school. Parents and community members were included in training and on the DSIT. Parent participation increased 7%. District and schools web pages increased communication and the exchange of information with the community.

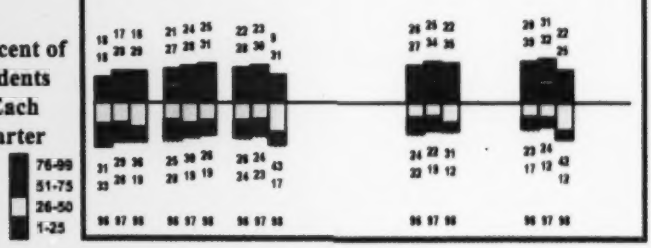
Standardized Test Results

Grade 3

1998 Median Percentiles for:

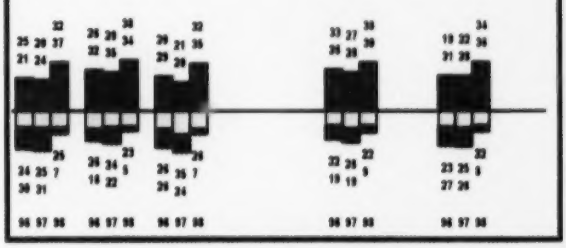
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	47.5	55.9	45.4	56.5	49.6
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	265	265	265	269	264

Percent of Students in Each Quarter



Grade 8

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	64.7	67	62.3	69.8	64.3
	62.8	64.5	61.2	60.9	62.2
	50	50	50	50	50
	224	224	224	224	224

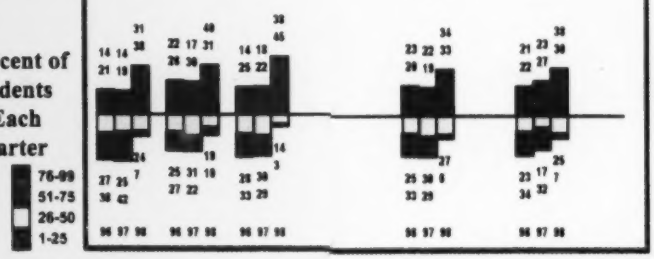


Grade 10

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	64	67	69	62.7	65.6
DDESS	67.8	66.7	68.9	64.8	64.5
Nation	50	50	50	50	50
# Students	185	185	183	186	186

Percent of Students in Each Quarter



SAT Results				
		District	DDESS	Nation
% Participating	97	68%	49%	41%
	98	59%	74%	43%
Math Avg Score	97	454	481	511
	98	434	481	512
Verbal Avg Score	97	483	495	505
	98	440	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Antilles Consolidated School System
Building #19
Fort Buchanan, PR 00934

DSN Phone: 740-3590/3391
Fax Number: (787) 273-0573
Commercial Phone:
(787) 792-7690/7555

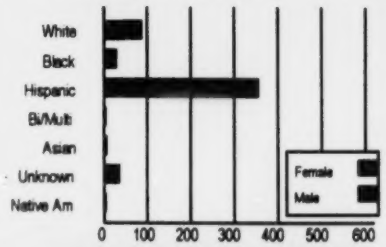
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	232	Met	16.4%	76.3%	6.9%	0%	0%
8	98	225	Met	26.2%	52.4%	16.9%	3.6%	1%
10	98	171	Met	32.7%	49.7%	8.8%	7.6%	1%

Fort Buchanan, PR

Department of Defense Education Activity
Antilles Elementary School (PK-2)
1997/98 School Profile
Waynna James, Principal

School Characteristics

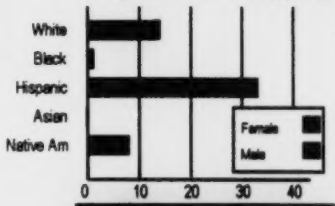
Student Enrollment - 513



Grade	
PreK	100
K	120
1	138
2	155
Total	513

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	20%
Air Force	2%
Coast Guard	16%
Non-US Military	<.5%
US Civilians	61%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	2
Classroom Teachers	28
Special Education	4
Other Professionals	15

Special Programs

Grade Offered			
PK-12	Special Education	43	8%
K-8	TAG	N/A	N/A
K-12	ESL	77	15%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	0
1-3	0
4-6	1
7-10	12
> 10	28

Mobility Rate
28% Per Year

Teacher Education	
BA/BS	22 %
MA/MS	76 %
Doctorate	2 %

Principal's Highlights

Antilles Elementary School is an early childhood school by definition and in spirit. First grade completed their transition into developmentally appropriate practices. After the initial training, second grade has made environmental changes and is beginning the implementation process.

As a proactive response to Halloween, AES introduced a Global Awareness activity which was celebrated throughout the month of October. The various activities provided opportunities for learning about the world and the diversity among all peoples. Each class selected a country, conducted research, and shared their information with other students, parents and the community using displays and live performances. The culminating event was a Parade of Nations where students dressed in costumes reflective of their selected countries.

The school improvement process continues with the addition of reading/language arts as a goal. Journal writing across the curriculum is targeted as the most effective strategy for increasing achievement in the domains of listening, speaking and reading. Activities that are hits with the kids are DEAR (Drop Everything and Read) which is a schoolwide weekly event and 'I Read to the Principal' which gives students the opportunity to show off their reading skills.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Computer accessibility has increased in Kinder and the computer teacher has become a facilitator of technology for students through small group instruction and work stations within the classrooms. Indicators of success have been developed for second graders - accessing software, starting/creating a file, saving, loading a previously saved file and printing the document.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Active participation in the One Hundred Days of School activities and preparation for the solar eclipse provided real life experiences in math and science. These observations and recordings in PreK through grade two were displayed at the Science, Math and Technology Exhibit.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Continuing education in developmentally appropriate practices supplemented peer coaching, individual trainer conferences and administrative support. Training continues in the Work Sampling performance assessment. Volunteer teachers were trained as the Teacher Assistance Team which provides support for teachers in intervention strategies for students not achieving as expected.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Ninety-five percent of the teachers who have implemented Work Sampling are using the computerized version. The art teacher has incorporated computer art into her projects. Lesson plan templates have been provided to facilitate implementation of developmentally appropriate practices and the High Scope model.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.2	3.8	4.2
Co-Supporters	3.9	3.5	3.8
Co-Learners	3.6	3.2	3.4
Co-Teachers	4.1	3.6	3.8
Co-Advisors	3.6	3.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The Computer Open House gave parents hands-on experience as Co-Learners when the students taught their parents how to access, write, illustrate, add sound and spellcheck. Our first Speech/Language Open House provided learning activities for parents to use at home so that they can become Co-Teachers in supporting student learning and achievement.

Standardized Test Results

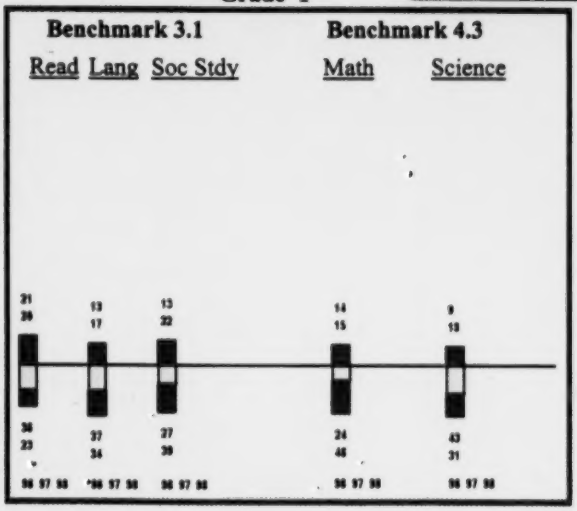
Grade 1

1998 Median Percentiles for: **School** **District** **DDESS** **Nation**

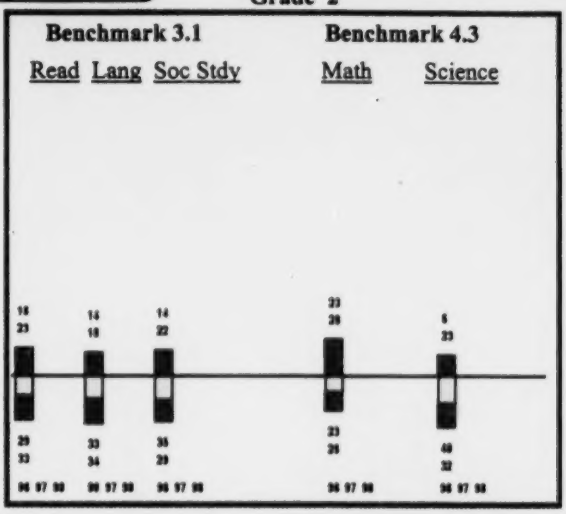
 # Students

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 2

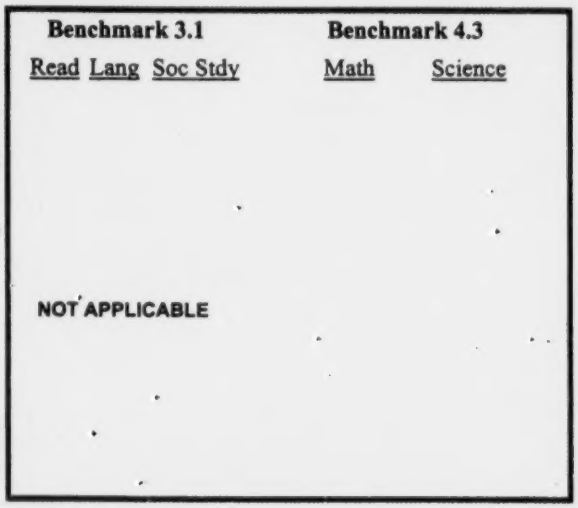


1998 Median Percentiles for: **School** **District** **DDESS** **Nation**

 # Students

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	68%	49%	41%
	98	NA	59%	74%	43%
Math Avg Score	97	NA	454	481	511
	98	NA	434	481	512
Verbal Avg Score	97	NA	483	495	505
	98	NA	440	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Antilles E S
Fort Buchanan, PR 00934

DSN Phone:
Fax Number: (787) 792-5470
Commercial Phone:
(787) 792-6138/2755

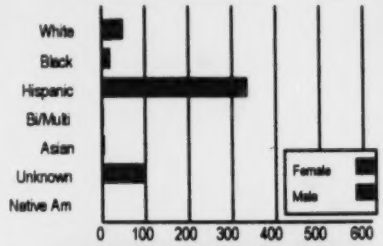
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Approaches	Novice/ Undeveloped	Not Scoreable

Fort Buchanan, PR

Department of Defense Education Activity
Antilles Intermediate School (3-5)
1997/98 School Profile
Joan Campbell, Principal

School Characteristics

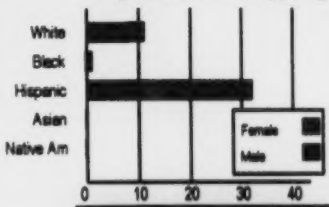
Student Enrollment - 496



Grade	
3	176
4	171
5	149
Total	496

Sponsor Affiliation	
Marine	<.5%
Army	31%
Navy	9%
Air Force	1%
Coast Guard	6%
Non-US Military	<.5%
US Civilians	51%
Non-US Civilians	<.5%

Professional Staffing



School Staff	FTE
Administrators	1
Classroom Teachers	22
Special Education	4
Other Professionals	18

Special Programs			
Grade Offered			
PK-12	Special Education	45	9%
K-8	TAG	20	4%
K-12	ESL	358	72%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	2
7-10	11
> 10	28

Mobility Rate
20% Per Year

Teacher Education	
Degree	Teachers
BA/BS	34 %
MA/MS	66 %
Doctorate	0 %

Principal's Highlights

AIS is an exceptional school committed to helping students reach their full potential. We have accepted the challenge to increase student achievement, to strengthen school-home partnerships, and to extend math/science experiences to enhance our students' education. By restructuring delivery models, we support mastery learning strategies and the learning of technological skills that will empower both, teachers and students with a repertoire of educational software and the necessary skills for the new millennium.

The SIT provides leadership in restructuring to accommodate and monitor student achievement. A school-wide vocabulary enhancement thrust supported by a Multi-Media Lab and an Accelerated Reader Program provides a continuum across the curriculum to help our 358 ESL students succeed. A very involved parental organization supports our strategies to increase our students' achievement. AIS' present Tutorial Program for Math and Reading has helped us in the process of closing the gap.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Word processing and Internet continue to be taught in the core lab. All students have been trained in the use of the Accelerated Reader Program. The MML and the After school program continue to be used to reinforce students' reading and math skills. The Web Page and the Virtual Children's Museum give our students an opportunity to display their application skills and work.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The MML and After-school program are used to reinforce math skills. Students in the lowest quartiles continue to attend the remedial math program. A biweekly Math Contest and the Math Bowl were implemented as extracurricular activities. Numerous science hands-on activities were scheduled throughout the year. A hands-on science program was adopted for grade 5.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

On going staff development in the use of MML, Microsoft's Word, Internet, PowerPoint and Writing Process has been provided to all teachers. Training in the areas of assessment, brain research, reading strategies, developmentally appropriate practices, and learning styles have been available throughout the year. In service training on math games/software was provided.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

On going training on MML, Microsoft's Word, Internet, and an electronic record keeping program (Grade A+ Machine) have been provided to all staff members. Staff development is provided on a continuum to support usage of new software and equipment. Laptops are available for teacher's use.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.6	3.8	4.2
Co-Supporters	3.1	3.5	3.8
Co-Learners	2.6	3.2	3.4
Co-Teachers	3.1	3.6	3.8
Co-Advisors	3.4	3.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

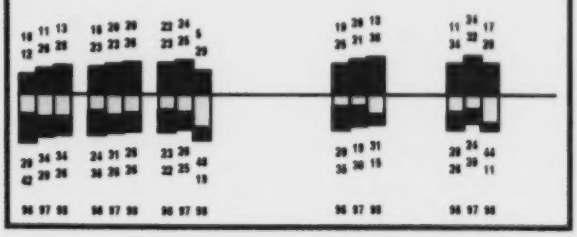
Homeroom parents, graduation Committee and First Day Guides were created as three more facets of volunteerism. Student planners were implemented as daily communication with parents. A new interim report was developeded. Class newsletters are sent home on a voluntary basis. PTO participation increased due to periodic follow-up on volunteer applications.

Standardized Test Results

Grade 3

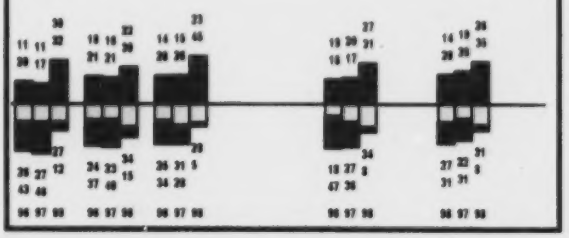
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	44	48	38.8	53.7	49.2
District	47.5	55.9	45.4	56.5	49.6
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	148	148	151	152	149

Percent of Students in Each Quarter



Grade 4

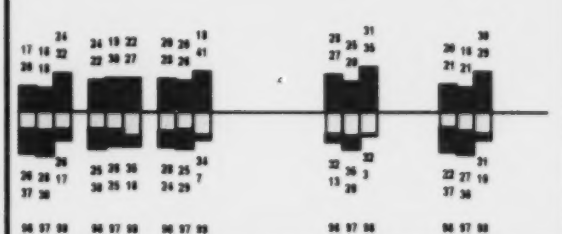
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	58	54.8	60.6	55.8	58
	63.7	59.9	61.4	56.7	62
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	152	152	152	152	152



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	53	48.8	57	59.7	61.3
District	55.3	54.1	60	60	62.1
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	127	127	127	127	126

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	68%	49%	41%
	98	NA	59%	74%	43%
Math Avg Score	97	NA	454	481	511
	98	NA	434	481	512
Verbal Avg Score	97	NA	483	495	505
	98	NA	440	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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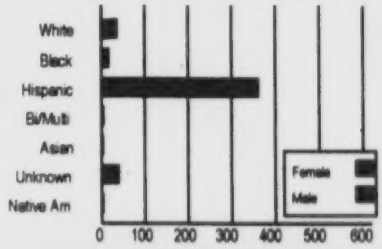
DoDEA Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Benchmark Criteria 75% <= Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	121	Met	11.6%	80.2%	8.3%	0%	0%

Fort Buchanan, PR

Department of Defense Education Activity
Antilles Middle School (6-8)
1997/98 School Profile
Nancy Maldonado, Principal

School Characteristics

Student Enrollment - 458



Grade	
6	151
7	155
8	152
Total	458

Sponsor Affiliation	
Marine	1%
Army	36%
Navy	7%
Air Force	2%
Coast Guard	5%
Non-US Military	<.5%
US Civilians	50%
Non-US Civilians	<.5%

Professional Staffing

School Staff	FTE
Administrators	2
Classroom Teachers	34
Special Education	7
Other Professionals	5.5

Special Programs			
PK-12	Special Education	62	14%
K-8	TAG	22	5%
K-12	ESL	45	10%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	0
1-3	0
4-6	1
7-10	5
> 10	35

Mobility Rate
10% Per Year

Teacher Education	
BA/BS	17 %
MA/MS	80 %
Doctorate	2 %

Principal's Highlights

AMS continues to implement strategies that are driven by data and focus primarily on improving student performance. The school has strengthened its school improvement process, by not only providing strategies that affect the total school population, but also by concentrating on, and targeting students in the bottom two quartiles. Baseline data from the previous standardized achievement test (MAT-7) was used together with specific test taking skills to prepare students to excel on the CTBS/TerraNova test. Interventions such as: review of records, interview of students in the lower two quartiles, development of student profiles and a summary of programs to address targeted areas were implemented.

Evidence of successful implementation of specific strategies was reflected by a dramatic increase in the results of this years standardized test scores, specifically the areas of math, reading, science and language.

Math Count student placed first in the state competition and represented Puerto Rico in the national competition in Washington DC. The Math Counts team won first place in the 7th and 8th grade Baldwin Math Bowl. In the area of technology students now have access to the Internet and participate in the CCC lab. The SIP continues to be the driving force of the school.

DoDEA Strategic Plan School Improvement Implementation School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Seventy-eight percent of the students in the school have developed an electronic portfolio. Out of the total school population, seventy-seven percent of the students have been trained in the use of the Internet. All students have access to the Internet.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

In all grades, in math and science, standardized test scores were above the 50th percentile. In both subject areas the bottom quartile was decreased. All teachers provided academic support in math during an instructional day assigned (advisory period). The science committee effectively developed and implemented a physical science module.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

AMS staff was given the opportunity to participate in a summer training on Innovative Teaching Strategies in the Secondary Curriculum given by teachers who work as consultants from the University of South Florida. Teachers have also been trained in the use of the Grade Machine, Microsoft Word, Excel, Power Point, and Internet, and in Special Education issues.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Each classroom has a range of one to four computers. Internet was installed in three computers in the media center and on all the computers in the core computer lab. A home page is to be completed by the end of June 98.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.0**	**3.8**	**4.2**
Co-Supporters	**3.9**	**3.5**	**3.8**
Co-Learners	**3.8**	**3.2**	**3.4**
Co-Teachers	**4.0**	**3.6**	**3.8**
Co-Advisors	**3.4**	**3.1**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

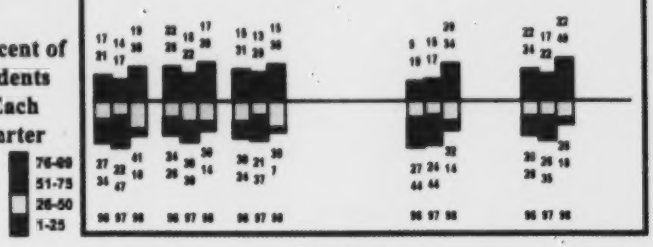
A parenting center with a library was inaugurated. Parenting conferences and parenting sessions were given. Parents also participated in recording books, doing presentations for Career Day, and in the assessment of students' portfolios.

Standardized Test Results

Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	50.7	54.2	53.4	52.8	57
District	53.3	55.9	55	56.2	60
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	125	125	125	125	125

Percent of Students in Each Quarter



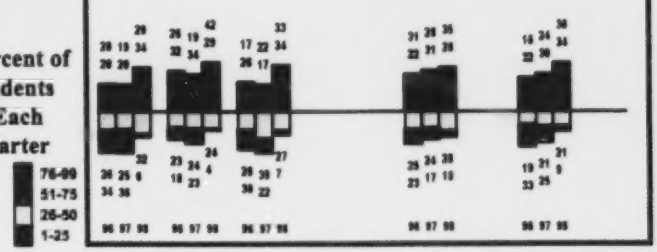
Grade 7

Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
67.7	61.7	61.2	54.3	60.3
64	59.6	61.2	55.1	60.7
66.4	61.7	61.7	60.5	60.8
50	50	50	50	50
126	126	126	126	126

Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	62.3	68.8	62.1	68	65
District	64.7	67	62.3	69.8	64.3
DDESS	62.8	64.5	61.2	60.9	62.2
Nation	50	50	50	50	50
# Students	123	123	123	123	123

Percent of Students in Each Quarter



SAT Results					
				DDESS	Nation
% Participating	97	NA	68%	49%	41%
	98	NA	59%	74%	43%
Math Avg Score	97	NA	454	481	511
	98	NA	434	481	512
Verbal Avg Score	97	NA	483	495	505
	98	NA	440	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Commercial Phone:
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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable
8	98	123	Met	26.8%	50.4%	20.3%	1.6%	1%

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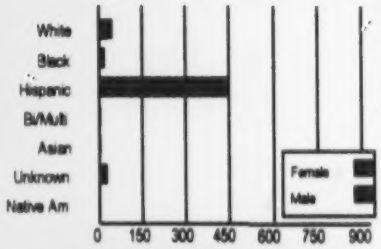
Fort Buchanan, PR

Department of Defense Education Activity
Antilles High School (9-12)
1997/98 School Profile
Carmen Arroyo, Principal

School Characteristics

Student Enrollment - 541



Grade	
9	111
10	152
11	146
12	132
Total	541

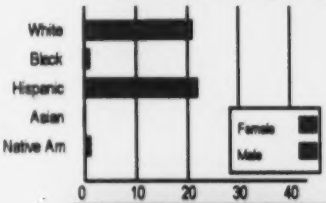
Sponsor Affiliation	
Marine	<.5%
Army	31%
Navy	3%
Air Force	<.5%
Coast Guard	3%
Non-US Military	<.5%
US Civilians	63%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	76	14%
K-8	TAG	35	N/A
K-12	ESL	27	5%
AP Courses Offered		8	
Students Taking AP Courses		60	22%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	1
> 10	41

Mobility Rate
12% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	34
Special Education	5
Other Professionals	5

Teacher Education	
Degree	Teachers
BA/BS	47 %
MA/MS	50 %
Doctorate	3 %

Principal's Highlights

How Antilles High School was enhanced:

*Advanced Placement Courses - English Language, English Literature, Spanish Literature, Calculus AB, Studio Art, Biology, Statistics, Computer Science I & II, US History and American Government.
*Honors Courses: S Studies, English and Art
*Accelerated Courses: Math and Science
*Independent Study: Music, Art, Computer Science, University Programs
*Technology Courses: Wood II, Computer Assisted Drafting, TV Broadcasting, Desk Top Publishing, Video/Computer Design
*Group Counseling for the gifted
*Weighted grading & ranking for AP courses
*Research period for students taking 2 or more AP courses
*PSAT administration for 10th graders who take English II Honors
*Army JROTC
*After School Activities - Clubs, Student Council, Sports program, Tutoring, Literary Magazine, School Newspaper and Yearbook.
*Special Projects - Harvard Model Congress, Leadership week, Math Club Competitions, Presidential Classroom, School Plays, Band Concerts, Puerto Rican Night, Earth Week, FBLA State Competitions, Pirates TV Video, Leadership Summer Inst.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

In the area of technology, ongoing and increased use of computers and internet search methods are emphasized for levels 9-12. Students have basic understanding and are effectively using technology in subject classrooms and the computer lab. Continued guidance to increase effective use of technology and achievement is happening across all subject areas.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The math and science curriculum has been restructured according to NSTA and NCTM standards and implementation will begin 1998-1999. Three skills were emphasized in science; hands-on inquiry based activities, collection and analysis of data and the integration of technology. A science symposium was done in April to establish baseline data for these skills.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

ACSS sponsored comprehensive training in multiple intelligence, assessment and reading-across the curriculum. Antilles High School began a block schedule and diversification of teaching. CC training occurred during the month of September with follow-up visits in November and January and evaluation in April.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Budget Allocation has been put on hold. Technology is being used in all subject areas. Networking of the computer lab and media center is programmed for installation in 98-99. Computer training for A+ grade machine program occurred in the fall; follow up training will take place this summer for full implementation next year.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.7	3.8	4.2
Co-Supporters	2.8	3.5	3.8
Co-Learners	2.5	3.2	3.4
Co-Teachers	3.2	3.6	3.8
Co-Advisors	1.8	3.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parental involvement in the school continues to experience growth according to SHP survey. Parental involvement as co-teachers and co-supporters was evident during Earth Week, Science Symposium, Puertorrican night and Christmas/Spring concerts. The SHP portfolio including all activities for 1997-98, evidence of parental participation and communication, has been completed.

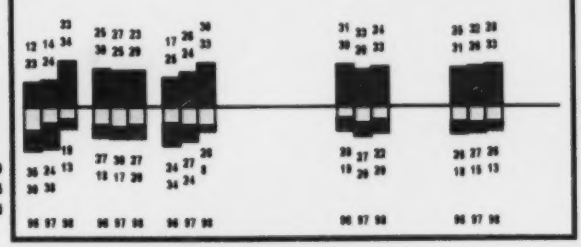
Standardized Test Results

Grade 9

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	63.4	53.8	62.3	53	61
District	66.8	57.8	60.1	53.8	58.8
DDESS	66.5	63	61.3	56.4	59.1
Nation	50	50	50	50	50
# Students	99	99	99	99	100

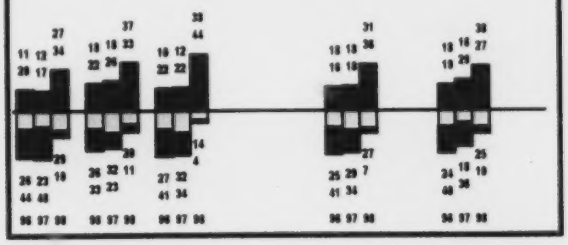
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 10

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	61.8	63	67.2	61.5	65.5
	64	67	69	62.7	65.6
	67.8	66.7	68.9	64.8	64.5
	50	50	50	50	50
	123	123	122	124	124

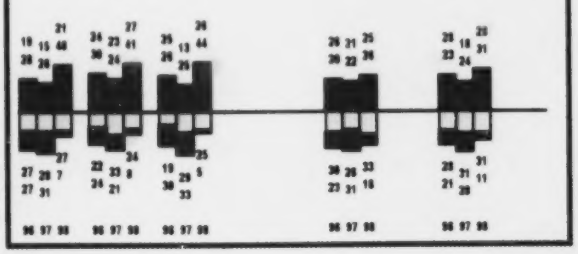


Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	59.8	63.3	59	54.3	58.5
District	63.3	63.8	62.4	57.3	62.6
DDESS	64.5	62.1	63.3	57.6	60.1
Nation	50	50	50	50	50
# Students	112	112	112	114	114

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results		School	District	DDESS	Nation
% Participating	97	74%	68%	49%	41%
	98	72%	59%	74%	43%
Math Avg Score	97	434	454	481	511
	98	426	434	481	512
Verbal Avg Score	97	458	483	495	505
	98	429	440	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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(787) 792-5286/2736

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** 75% => Proficient	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
10	98	105	Met	36.2%	45.7%	7.6%	9.5%	1%

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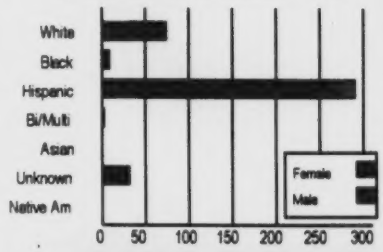
Ramey, PR

Department of Defense Education Activity
Ramey School (PK-12)
1997/98 School Profile
Joseph Motolenich, Principal

School Characteristics

Student Enrollment - 403



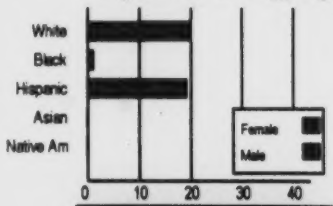
Grade	
PreK	28
K	33
1	40
2	33
3	35
4	27
5	29
6	25
7	41
8	23
9	29
10	16
11	23
12	21
Total	403

Sponsor Affiliation	
Marine	<.5%
Army	27%
Navy	<.5%
Air Force	4%
Coast Guard	22%
Non-US Military	<.5%
US Civilians	46%
Non-US Civilians	<.5%

Teacher Experience	
New	0
1-3	1
4-6	0
7-10	1
> 10	32

Mobility Rate
19% Per Year

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	32
Special Education	2
Other Professionals	3.2

Teacher Education	
BA/BS	44 %
MA/MS	50 %
Doctorate	6 %

Special Programs

Grade Offered	Program		
PK-12	Special Education	27	7%
K-8	TAG	N/A	N/A
K-12	ESL	35	9%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

Ramey School continues to target its at-risk population in the area of math, while initiating research-based decisions for the enhancement of reading achievement.

The SIT again structured working committees for each target goal, producing practioners' level decisions and interventions for school improvement. The areas most active in the process were again technology, math, school-home partnership and targeted remediation. Curricular integration projects highlighted the teaching efforts in social sciences, English and foreign language, providing for students to engage in research, design and products. This integration approach yielded enhanced scores on grades 4-8-11 standardized testing program.

The elementary school continued with its targeted remediation and/or enrichment programs, adding before and after school programs for Grades 1-5.

Ramey school now looks forward to SY 98-99 and its planned block scheduling, SIP goal realighnment with the newly adopted standardized test (CTBS-TerraNova), and to its schoolwide initiative for enhancing reading and language proficiency through cross-curricular integration.

DoDEA Strategic Plan School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Every classroom was equipped with one or more computers. The core computer and business lab was equipped with new computers. All students were scheduled to receive computer or keyboarding instruction

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students identified at risk attended the remediation program in the areas of math and/or reading, and/or the after school tutoring. All students were scheduled to attend the ILS Lab SY 97-98. Test scores for SY 97-98 for the targeted grades: 4th grade: 73- Math, 71- Science; 8th grade: 64.5- Math, 56.5- Science; 11th grade: 69- Math, 77- Science.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Teachers attended training in the areas of special education and technology. The foreign language committee provided training for test administrators of the Language Assessment Scales (LAS).

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers received training in the usage of Internet, E-mail and other computer programs. Currently a new fiber-optic system is being implemented in the school for usage SY 98-99.

Average Ratings of SHIP Progress			
Tier	School	District	DDESS
Co-Communicators	3.6	3.8	4.2
Co-Supporters	4.0	3.5	3.8
Co-Learners	4.0	3.2	3.4
Co-Teachers	3.8	3.6	3.8
Co-Advisors	4.0	3.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

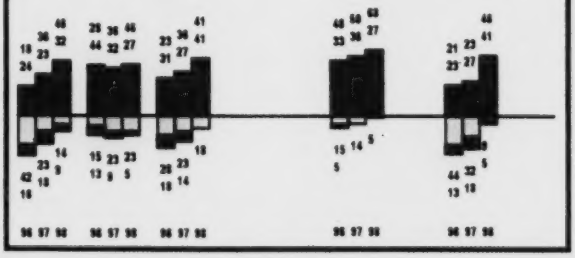
School-Home Partnership Committee had an active participation of parents this SY. Parent empowerment was evidenced in the decision-making process of the school. PTSO membership drive was active all year. Parents participated in various training sessions, areas such as Special Education and Parenting Skills.

Standardized Test Results

Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	73.5	69.5	72.5	84	72.5
District	55.3	54.1	60	60	62.1
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	22	22	22	22	22

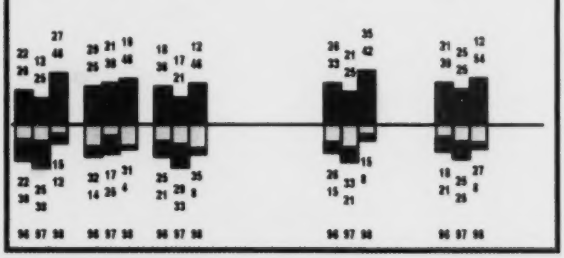
Percent of Students in Each Quarter



76-99 51-75 26-50 1-25

Grade 8

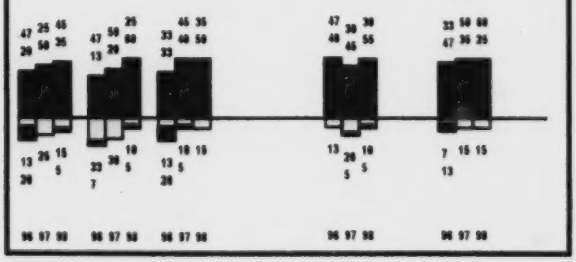
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	59.7	56	55	64.5	56.5
	64.7	67	62.3	69.8	64.3
	62.8	64.5	61.2	60.9	62.2
	50	50	50	50	50
	26	26	26	26	26



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	74	69	68	63	78.7
District	63.3	63.8	62.4	57.3	62.6
DDESS	64.5	62.1	63.3	57.6	60.1
Nation	50	50	50	50	50
# Students	20	20	20	20	20

Percent of Students in Each Quarter



76-99 51-75 26-50 1-25

SAT Results		School	District	DDESS	Nation
% Participating	97	41%	68%	49%	41%
	98	76%	59%	74%	43%
Math Avg Score	97	480	454	481	511
	98	481	434	481	512
Verbal Avg Score	97	560	483	495	505
	98	501	440	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Ramey School
Ramey, PR 00604

DSN Phone:
Fax Number: (787) 890-2180
Commercial Phone:
(787) 890-4145/4147

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	21	Met	33.3%	66.7%	0%	0%	0%
8	98	26	Met	19.2%	69.2%	3.8%	3.8%	4%
10	98	15	Met	13.3%	66.7%	13.3%	6.7%	0%

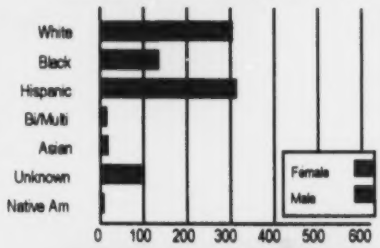
[redacted]

Ceiba, PR

Department of Defense Education Activity
Roosevelt Roads Elementary School (PK-5)
1997/98 School Profile
Lane Gutsche, Principal

School Characteristics

Student Enrollment - 899



Grade	
PreK	118
K	163
1	146
2	147
3	107
4	115
5	103
Total	899

Sponsor Affiliation	
Marine	<.5%
Army	5%
Navy	82%
Air Force	<.5%
Coast Guard	2%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing

School Staff	
Administrators	1
Classroom Teachers	55
Special Education	3
Other Professionals	8.2

Special Programs			
Grade Offered	Program		
PK-12	Special Education	52	6%
K-8	TAG	68	8%
K-12	ESL	75	8%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	10
7-10	5
> 10	48

Mobility Rate
34% Per Year

Teacher Education	
Degree	Teachers
BA/BS	48 %
MA/MS	49 %
Doctorate	3 %

Principal's Highlights

RRES continued to build upon programs which had significantly contributed to it being selected as a Blue Ribbon School of Excellence last year. The School Improvement Team targeted growth in vocabulary to increase student achievement in reading. Each day started with a twenty- minute period dedicated to vocabulary building. A second Teacher Assistance Team was added to meet the needs of students experiencing difficulties in learning. Each team consisted of peers who volunteer their time to help students. In addition to the two computer labs previously established, placing at least one computer and printer in each classroom extended the technology goal. Seventeen new computers have been networked in the Media Center In order to permit large groups of students to work on related projects and use word processing program for writing reports.

Parents and military volunteers have donated numerous hours assisting teachers in the classroom.

All students in grades two through five use the hands-on Foss Science Program. The bottom quartile students receive small group instruction (Targeted Remedial Instruction) throughout the school through Teacher Tutoring and remedial classes offered after school.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Utilization of ILS Lab by all grade levels with a series of programs that target reading development. Hot seats and after school programs are also available to accommodate additional students. Computers were placed with a variety of DAP programs. Computer programs, such as, the Accelerator Reader, and Storybook Weaver were installed in classrooms for students.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math/Science vocabulary included in Vocabulary Program. Emphasis on written explanations of math problems. Rubrics and sample problems created for pre and post test (Grades 1-5) Use of manipulatives in K-2. Effort to increase math scores through ILS lab and school-wide math-a-rama.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

There was ongoing training for Pre-K to 2nd grade teachers in Work Sampling, DAP, and High Scope. There was training on: Diversity, Terra Nova, Inclusion, Autism, and teacher technology; in-service on Teacher Assistance Team, Multiple Intelligence, Writing Assessment , Learning Centers in the Classroom and EEO.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Each classroom has a least one computer. A variety of software was installed, including a virus protection program. Internet access is available. Inservice was provided on Excel, Windows 95, Grade Machine and computer station usage. Technology related vocabulary was introduced in classrooms as part of our reading goal.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**3.8**	**3.8**	**4.2**
Co-Supporters	**3.4**	**3.5**	**3.8**
Co-Learners	**3.1**	**3.2**	**3.4**
Co-Teachers	**3.4**	**3.6**	**3.8**
Co-Advisors	**2.9**	**3.1**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

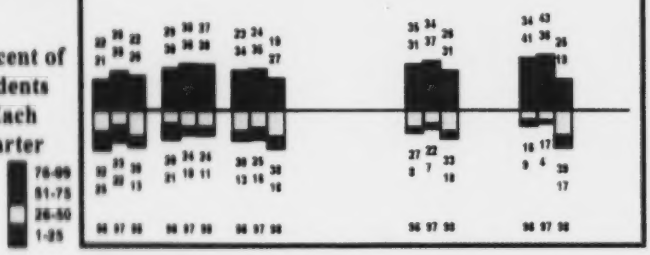
Some selected practices with parents involved in home school partnerships are monthly calendars, activity calendars, newsletters, parent workshops, Family Fun Night, Spelling Bee, Science Fair judges, Writers Fair . Fine Arts Fair, PTSO. Adopt-a grade, PE parent/student runs, Field Day activities , as well as, parental surveys including one on the Mission and Vision statement.

Standardized Test Results

Grade 3

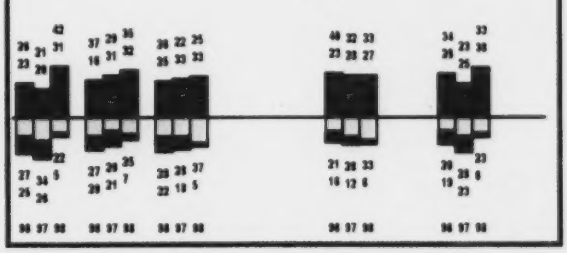
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	48.8	61.3	49.6	55.8	48.8
District	47.5	55.9	45.4	56.5	49.6
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	90	90	88	90	89

Percent of Students in Each Quarter



Grade 4

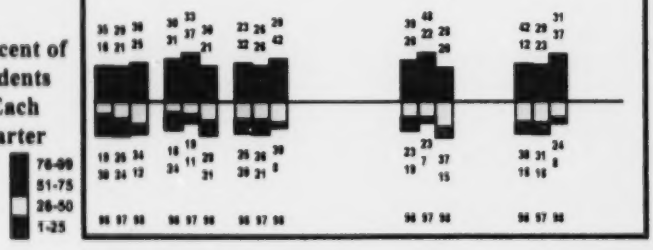
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	72.6	65	61.7	57	66.8
District	63.7	59.9	61.4	56.7	62
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	96	96	96	96	96



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	55.7	55	58	48.7	61
District	55.3	54.1	60	60	62.1
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	95	95	95	95	95

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	68%	49%	41%
	98	NA	59%	74%	43%
Math Avg Score	97	NA	454	481	511
	98	NA	434	481	512
Verbal Avg Score	97	NA	483	495	505
	98	NA	440	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Roosevelt Roads E S
Box 420131
Roosevelt Roads, PR 00742-0131

DSN Phone:
Fax Number: (787) 865-4322
Commercial Phone:
(787) 865-4434/4891

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria 75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	98	90	Met	18.9%	73.3%	6.7%	0%	1%

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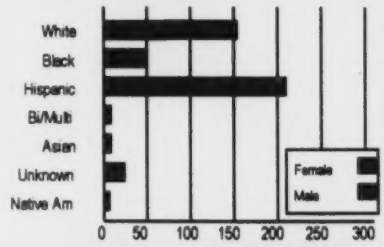
Ceiba, PR

Department of Defense Education Activity
Roosevelt Roads Middle/High School (6-12)
1997/98 School Profile
Lynda Southworth, Principal

School Characteristics

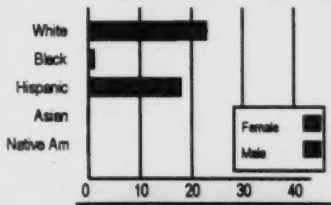
Student Enrollment - 459



Grade	
6	98
7	93
8	73
9	67
10	51
11	41
12	36
Total	459

Sponsor Affiliation	
Marine	<.5%
Army	5%
Navy	71%
Air Force	2%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Professional Staffing



School Staff	FTE
Administrators	2
Classroom Teachers	34
Special Education	3.6
Other Professionals	4.4

Special Programs			
Grade Offered	Program		%
PK-12	Special Education	37	8%
K-8	TAG	40	15%
K-12	ESL	22	5%
AP Courses Offered		6	
Students Taking AP Courses		21	27%

Teacher Experience	
New	0
1-3	1
4-6	1
7-10	2
> 10	40

Mobility Rate
25% Per Year

Teacher Education	
Degree	Teachers
BA/BS	34 %
MA/MS	64 %
Doctorate	2 %

Principal's Highlights

Roosevelt Roads Middle/High School has focused on academic achievement for all curricular areas by emphasizing three initiatives: Writing Across the Curriculum, Reading Across the Curriculum , and Problem Solving Across the Curriculum. The Reading Across the Curriculum is the newest of these initiatives and includes strategies such as sustained silent reading, development of grade appropriate reading lists, and emphasis on subject area vocabulary development.

Technology is becoming an integral part of the academic program. The students and teachers use word processing to produce papers and reports, do research on the internet and by using any of the many data programs available through the Media center and the computer lab. An example can be found in the recent retrieval of a current map of European countries reflecting the changes such as Bosnia/Serbia which were not on the textbook maps.

RRMHS is more and more a community school in that we continue to benefit from increased community participation in the various school programs.

The SIP strategies aid in setting the direction and focus of the total school program.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

In addition to the extensive use of the multi-media lab for remedial instruction, the lab has been expanded to include instructional programs in science and math. This technology combined with laser disk labs, internet connections and graphing calculators has done much to enhance the science and math program. There is a significant increase in student work being produced in the CAI lab.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The math and science scores reflect the success of the combined strategies addressed in the SIP, i.e. resource library, remedial instruction, intro of a new math class, increased technology, hands-on labs, expanded programming for the MMI. The Writing Across the Curriculum Program and the emphasis on the Problem Solving Process are factors of the strong math/science program.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The focus of the teacher training at the school level has been on reading strategies across the curriculum and on the problem solving process. In addition, the Middle School faculty received training to enhance and improve their existing advisor/advisee program.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Every classroom now has one or more Pentium computer and printer and the computer lab has been expanded. Teachers and students are producing a variety of documents including the Writing Across the Curriculum papers, reports, tests, and the Grade Machine progress reports. The use of the Internet by students and faculty is increasing and guidelines for its use are in place.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.6	3.8	4.2
Co-Supporters	3.5	3.5	3.8
Co-Learners	3.2	3.2	3.4
Co-Teachers	3.6	3.6	3.8
Co-Advisors	3.4	3.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

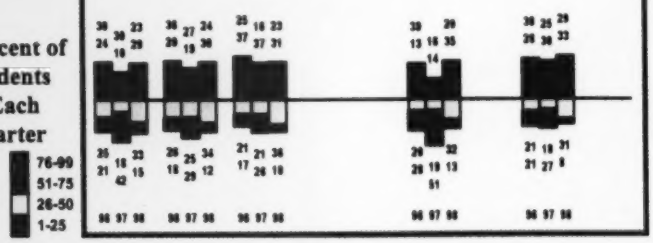
Community involvement in the school program is at an all-time high as parents and community based organizations provide instructional programs, assistance and support of athletic activities and the band program, financial support of the senior class for graduation activities, college application fees, and scholarships, classroom volunteers, and committee members including SIP.

Standardized Test Results

Grade 6

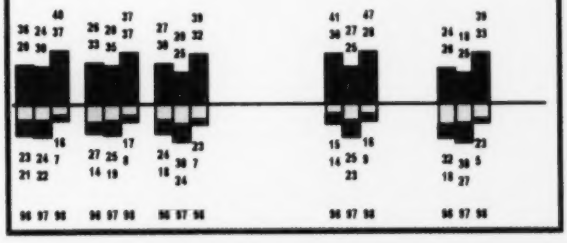
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	51	54	55.5	56.1	59.3
District	53.3	55.9	55	56.2	60
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	91	91	91	91	91

Percent of Students in Each Quarter



Grade 8

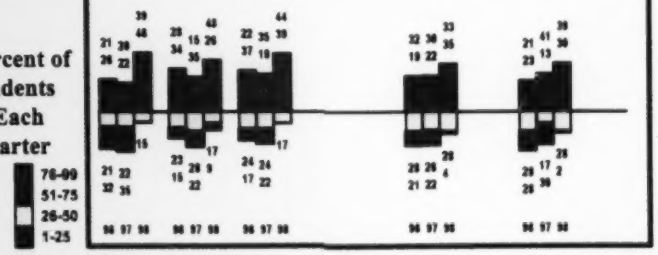
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	69.3	67.6	67.3	74	69
	64.7	67	62.3	69.8	64.3
	62.8	64.5	61.2	60.9	62.2
	50	50	50	50	50
	75	75	75	75	75



Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	68.2	74.5	71.5	62.3	65.3
District	64	67	69	62.7	65.6
DDESS	67.8	66.7	68.9	64.8	64.5
Nation	50	50	50	50	50
# Students	46	46	46	46	46

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	97	61%	68%	49%	41%
	98	44%	59%	74%	43%
Math Avg Score	97	530	454	481	511
	98	456	434	481	512
Verbal Avg Score	97	557	483	495	505
	98	485	440	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Roosevelt Roads M/H S
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Roosevelt Roads, PR 00742-0132

DSN Phone:
Fax Number: (787) 856-4893
Commercial Phone:
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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** 75% => Proficient	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
8	98	76	Met	27.6%	50%	15.8%	6.6%	0%
10	98	51	Met	31.4%	52.9%	9.8%	3.9%	2%

SECTION D

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

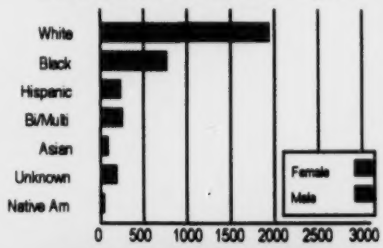
CAMP LEJEUNE DISTRICT
1997-1998

BEST COPY AVAILABLE

Department of Defense Education Activity
Camp Lejeune Dependents Schools (PK-12)
1997/98 District Profile
Elaine B. Hinman, Superintendent

District Characteristics

Student Enrollment - 3,498



Grade	
PreK	410
K	428
1	354
2	345
3	305
4	277
5	230
6	246
7	197
8	197
9	189
10	131
11	98
12	91
Total	3498

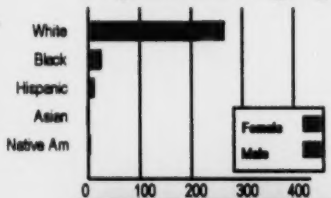
Sponsor Affiliation	
Marine	89%
Army	<.5%
Navy	10%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	426	12%
K-8	TAG	213	7%
K-12	ESL	3	<.5%
AP Courses Offered		6	
Students Taking AP Courses		68	36%

Teacher Experience	
Years	Teachers
New	12
1-3	14
4-6	24
7-10	46
> 10	161

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	14
Classroom Teachers	238
Special Education	18
Other Professionals	30

Teacher Education	
Degree	Teachers
BA/BS	51 %
MA/MS	46 %
Doctorate	3 %

Superintendent's Highlights

This year the Camp Lejeune Dependents Schools focused on the theme "Together for Success."

The District successfully implemented a new standardized achievement test (Terra Nova Multiple Assessments) more closely aligned with national standards and the way our students are taught.

A member of each School Improvement Team met regularly at the district level to formulate and improve data collection methodology and to determine how best to use data in school improvement.

Camp Lejeune Dependents Schools staff implemented new K-6 language arts materials and 6-12 math materials. These materials reflected an alignment with national standards and focused on best instructional practices.

The network-wiring project (LAN) was completed at all of our schools.

The Camp Lejeune Dependents Schools were among ten national award winners in the "Make a Difference Day" sponsored by USA Weekend.

The District's inclusion model and preschool programs were cited as exemplary DOD programs by the DOD Early Intervention and Special Education Monitoring Team.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The Technology Committee is in the process of revising the Camp Lejeune Dependents Schools Technology Plan. The Educational Technologists are working with teachers in their schools to create portfolios and store the necessary information in the portfolios.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math Council members prepared public relations videotapes for base cable TV and articles for three newspapers. Most schools held Family Math Nights and parent workshops. Some began tutoring programs. All K-5 students were assessed on matrices of math skills. All elementary teachers were trained in best practices for math. Grades 6-8 implemented new texts and assessments.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

"Think Tank" meetings, a language arts task force, and workshops focused on national standards as vehicles to begin aligning staff development, assessment and curriculum. The Professional Development partnership is growing with a local university providing staff development in technology and curriculum. The teacher Alternative Evaluations were focused on specific benchmarks.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

CLDS added 7 educational technologist positions to work directly with faculty and students in the schools. Additionally, overall oversight and leadership was enhanced through the addition of a district level position. CLDS installed a T-1 line for administrative access to the internet, as well as ISDN lines for video teleconferencing.

Average Ratings of SIP Progress		
Tier	District	DDESS
Co-Communicators	4.1	4.2
Co-Supporters	3.7	3.8
Co-Learners	3.2	3.4
Co-Teachers	3.6	3.8
Co-Advisors	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

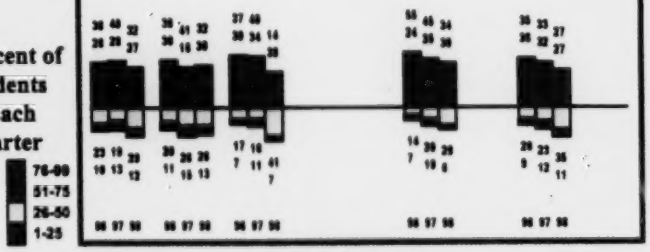
All schools implemented at least one procedure to ensure communication from parents and one procedure to support parents as "home teachers." The District Key Communicator became a charter member of the Base Education Advisory Committee thus ensuring additional resources and staff development opportunities. Two more schools were officially adopted by base military units.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	57.3	59.1	53.2	64	54.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	279	279	280	280	280

Percent of Students in Each Quarter



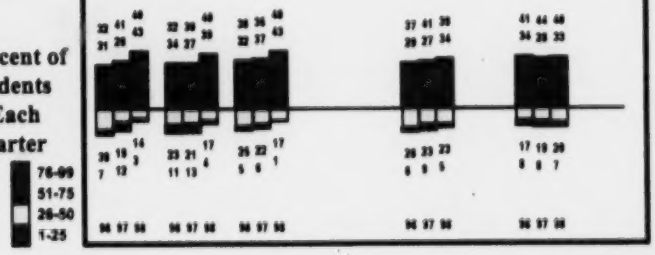
Grade 7

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	64	58.7	61.5	61	60.4
	66.4	61.7	61.7	60.5	60.8
	50	50	50	50	50
# Students	184	184	184	184	184

Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	70.8	68.5	68.8	68	70.7
DDESS	67.8	66.7	68.9	64.8	64.5
Nation	50	50	50	50	50
# Students	117	117	113	117	117

Percent of Students in Each Quarter



SAT Results				
		District	DDESS	Nation
% Participating	97	63%	49%	41%
	98	55%	74%	43%
Math Avg Score	97	518	481	511
	98	516	481	512
Verbal Avg Score	97	518	495	505
	98	507	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Camp Lejeune Dependents Schools
855 Stone St., Bldg. 855
Camp Lejeune, NC 28542-252

DSN Phone: 484-2615/2461
Fax Number: (910) 451-2200
Commercial Phone:
(910) 451-2461

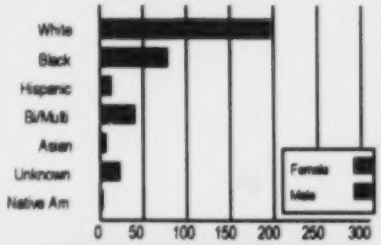
DoDEA Testing Accountability								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Camp Lejeune, NC

Department of Defense Education Activity
Berkeley Manor Elementary School (PK-5)
1997/98 School Profile
Rick Scroggs, Principal

School Characteristics

Student Enrollment - 316



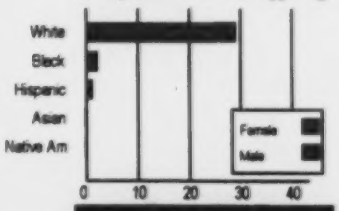
Grade	
PreK	49
K	42
1	45
2	49
3	45
4	46
5	40
Total	316

Sponsor Affiliation	
Marine	89%
Army	<.5%
Navy	11%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience (Years)	Teachers
New	1
1-3	2
4-6	3
7-10	5
> 10	17

Mobility Rate
34% Per Year

Professional Staffing



School Staff (Category)	FTE
Administrators	1
Classroom Teachers	25
Special Education	3
Other Professionals	3

Teacher Education (Degree)	Teachers
BA/BS	59 %
MA/MS	34 %
Doctorate	6 %

Special Programs

PK-12	Special Education	56	18%
K-8	TAG	11	3%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

A thread emphasizing increasing critical thinking and problem-solving skills for our K-5 children was woven into the fabric of all of our benchmarks this school term. The addition of full-time staff in the areas of technology and gifted and talented education provided much needed resource, planning, and direct teaching support than had been available previously. Through staff development in new reading materials, seminar teaching, math strategies, and technology, teachers are better equipped to provide stimulating and challenging lessons that stretch student cognitive growth through emphasis on activities at the upper levels of Bloom's taxonomy. Projects such as dinosaur, human body, and black history slide shows through KidPix and HyperStudio demonstrate student ability to research, organize, and construct meaning through competencies.

Parents feel strongly that our school provides solid educational experiences for children. An extensive "customer satisfaction" survey, compared with a similar survey done two years ago, reaffirmed parent beliefs in the vision and mission of our school. More than ever, parent involvement through PTO, advisory group, and volunteers shows students achieve more when home and school work together.

DoDEA Strategic Plan: School Improvement Implementation
School Year 1997-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

To increase student proficiency, technologies have been incorporated into all areas of the curriculum. Two labs have been maintained and used by all grades. A technology teacher has been available for resource and enrichment. Newer hard and software were purchased. Internet use is encouraged through Scholastic Network. Information on educational sites is updated regularly.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Continuation of the increased frequency of math instruction along with use of parent involvement with home based math activities, various grouping strategies, and use of technology aided in student achievement. A science lab is maintained for small group or whole class instruction. Technologies such as the laserdisc, Lego simulations, and science software have been used.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Curriculum and Instruction and Staff Development Committees held joint meetings to coordinate appropriate staff development. To support the theme of increasing achievement through critical thinking and problem solving, staff members received training in: Wright Group materials, math strategies, Jr. Great Books, Paideia Seminars, rubric and task development, and technology.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Through staff development by the Educational Technologist and a community college Microsoft Office Pro course, staff received in-depth instruction in tool and curriculum software. Teachers use electronic report cards on the network and use the same network for paperless communication. A cabling project has begun to update and enable broader connectivity in the coming years.

Average Ratings of SIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.2	4.1	4.2
Co-Supporters	3.7	3.7	3.8
Co-Learners	3.2	3.2	3.4
Co-Teachers	3.6	3.6	3.8
Co-Advisors	3.2	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

School Climate and Communication Committees worked together to achieve action steps in support of the Benchmark. A parent survey indicated parental satisfaction in the areas of curriculum, discipline, communication, and student well-being. Active PTO, advisory, and volunteer groups add value to our school through projects and direct support of the learning environment.

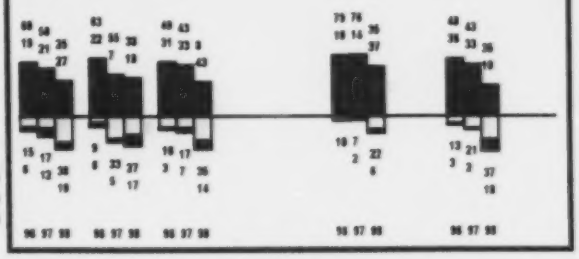
Standardized Test Results

Grade 3

1998 Median Percentiles for:

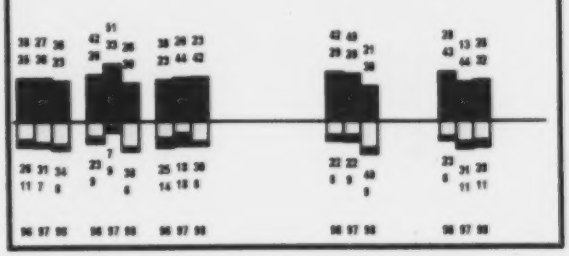
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	54	56	51	67	49
District	57.3	59.1	53.2	64	54.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	48	48	49	49	49

Percent of Students in Each Quarter



Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	65	55.5	59.8	56	62
District	72.4	65	64.1	65.9	61.3
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	53	53	53	53	53

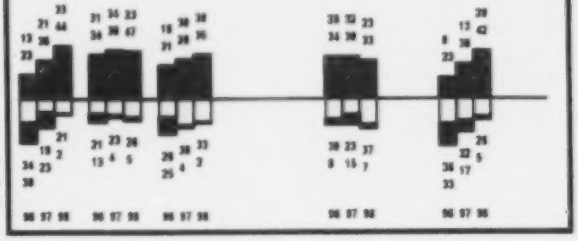


Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	67	62	59	54.7	65
District	65.8	60.4	64.7	63.5	66
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	43	43	43	43	43

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	63%	49%	41%
	98	NA	55%	74%	43%
Math Avg Score	97	NA	518	481	511
	98	NA	516	481	512
Verbal Avg Score	97	NA	518	495	505
	98	NA	507	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Berkeley Manor E S
5400 Florida Ave.
Camp Lejeune, NC 28547-1199

DSN Phone: 484-2575/2560
Fax Number:
Commercial Phone:
(910) 451-2575/2560

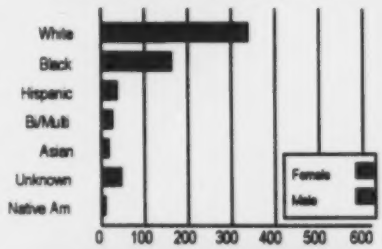
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable

Camp Lejeune, NC

Department of Defense Education Activity
Brewster Middle School (6-8)
1997/98 School Profile
Tom King, Principal

School Characteristics

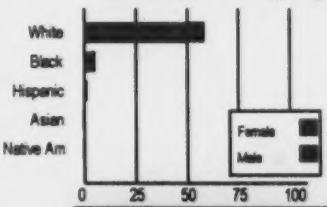
Student Enrollment - 640



Grade	
6	246
7	197
8	197
Total	640

Sponsor Affiliation	
Marine	88%
Army	<.5%
Navy	12%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	FTE
Administrators	3
Classroom Teachers	53
Special Education	4
Other Professionals	4

Special Programs			
PK-12	Special Education	72	11%
K-8	TAG	88	14%
K-12	ESL	3	<.5%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	2
1-3	5
4-6	8
7-10	9
> 10	33

Mobility Rate
31% Per Year

Teacher Education	
BA/BS	58 %
MA/MS	42 %
Doctorate	0 %

Principal's Highlights

Brewster Middle School is a model middle school for the state of North Carolina. The staff is devoted to supporting each of the essential elements of a middle school in order to provide students with a comprehensive, appropriate and challenging program. Teachers and students are organized on teams where they focus on both the affective and cognitive needs of the pre-adolescent. Students are provided with the opportunity to participate in physical education, fine arts, performing arts, careers, health and computer literacy.

The implementation of a computer literacy course has provided the seventh and eighth grade students with a structure to develop their skills related to: word-processing; spreadsheets; databases and free lance graphics. We are making plans to further refine this course for the next school year.

The construction of a new facility for Brewster Middle School was granted during this school year. Much planning is underway in order to complete the project for an opening date for SY 2000-2001.

DoDEA Strategic Plan - School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

A Computer Literacy class has been added to the seventh and eighth grade curriculum. A six week class is part of the Wellness rotation. Focus for the class has been spreadsheets, databases, word processing, and free lance graphics. As part of the Discovery program, sixth grade homebases have studied keyboarding and free lance graphics.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

New math textbooks, calculators, and computer software and related materials have been implemented this school year. Results of pre-testing and post-testing indicated the need to stress geometric competencies. Science teachers have focused on national standards and CLDS Learner Objectives to create a grade appropriate pre- and post-test for administration next year.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Nationally renowned writing specialists were hired to provide in-service training for all teachers and administrators at Brewster. An emphasis has been placed on writing across the curriculum. All teachers have been trained in holistic scoring and are actively involved in the writing process. Frequent in-school writing practice prompts have been administered during the school year.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Brewster is currently being wired for LAN and WAN. Dell computers have been distributed to the teams and will be networked. All teams are currently using a computer generated grade program to generate progress reports for students. After attending university level computer workshops, several teachers and administrators have shared their expertise with staff members.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.4	4.1	4.2
Co-Supporters	3.8	3.7	3.8
Co-Learners	3.6	3.2	3.4
Co-Teachers	3.9	3.6	3.8
Co-Advisors	3.3	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

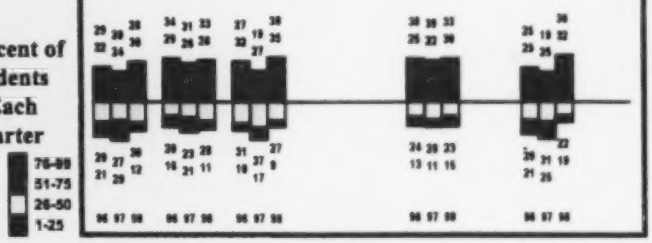
Two Brewster teachers and one parent have been trained as key communicators. Monthly system wide meetings are held for all school representatives. The goals of the school-home partnership have been presented and discussed at parent and faculty meetings. Additional positions have been added to the PTO and SIT to broaden parental participation and support.

Standardized Test Results

Grade 6

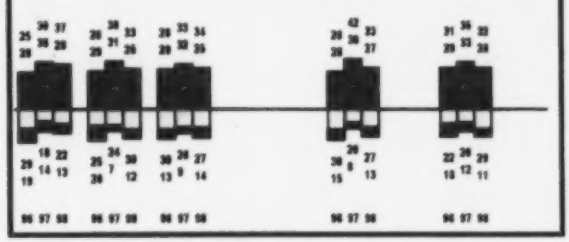
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	60	62.9	61	60	66.5
District	60	62.9	61	60	66.5
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	232	232	232	232	232

Percent of Students in Each Quarter



Grade 7

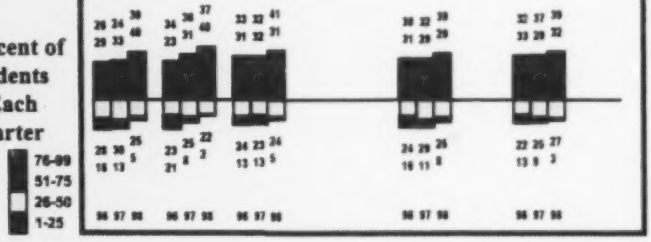
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	64	58.7	61.5	61	60.4
District	64	58.7	61.5	61	60.4
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	184	184	184	184	184



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	64.7	66.4	67.7	69.3	66.2
District	64.7	66.4	67.7	69.3	66.2
DDESS	62.8	64.5	61.2	60.9	62.2
Nation	50	50	50	50	50
# Students	174	174	174	174	173

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	97	NA	63%	49%	41%
	98	NA	55%	74%	43%
Math Avg Score	97	NA	518	481	511
	98	NA	516	481	512
Verbal Avg Score	97	NA	518	495	505
	98	NA	507	483	505

Notes

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Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Brewster M S
825 Stone St.
Camp Lejeune, NC 28547-2520

DSN Phone: 484-2561
Fax Number:
Commercial Phone:
(910) 451-2561

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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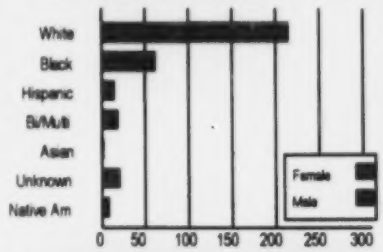
Jacksonville, NC

Department of Defense Education Activity
DeLalio Elementary School (PK-5)
1997/98 School Profile
Carla Johnson, Principal

School Characteristics

Student Enrollment - 334



Grade	
PreK	44
K	58
1	49
2	48
3	62
4	39
5	34
Total	334

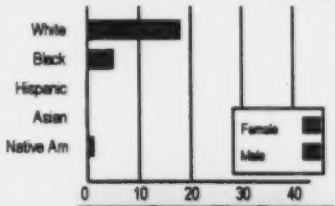
Spouses' Affiliation	
Marine	93%
Army	<.5%
Navy	7%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	44	13%
K-8	TAG	12	4%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	3
4-6	0
7-10	4
> 10	11

Mobility Rate
27% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	1
Other Professionals	3

Teacher Education	
Degree	Teachers
BA/BS	43 %
MA/MS	57 %
Doctorate	0 %

Principal's Highlights

DeLalio Elementary School is a Pre K-5 neighborhood school which continues to have strong community support to include being adopted by HMT-302 which is one of the training squadrons for helicopter pilots aboard the New River Marine Cops Air Station.

DeLalio has made great strides in many areas this year. Significant improvements in technology proficiency for both staff and students have been documented. Our school has progressed even closer to our vision to have every classroom connected to the world wide web.

Our curriculum areas reflect scores well above the fiftieth percentile on the Terra Nova Standardized Test. Our school population scored well in all areas of the standardized test. Total score for third grade was 74.5 median national percentile, fourth grade was 60.0 median national percentile and fifth grade was 75.0 median national percentile.

DeLalio educates a diverse population of students including learning disabled, English as a second language, gifted students, speech disabled as well as a variety of students with multicultural backgrounds.

DeLalio's motto:
"We Care and We Show It."

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

This year a new computer lab for teachers and students was completed. Records show that the lab was used 50% more by the end of the year. A staff survey indicates the 62% of teachers use the student technology checklist as a reference or an assessment tool for instruction.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

We have worked towards continued increase in student proficiency in math and science by utilizing resources, by participating in professional workshops and conferences, and by developing strategies to incorporate parents' participation. The 1997-1998 Terra Nova test results showed that all grades at DeLalio scored above the 50th percentile (nationally) in math.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

As a result of district and school surveys, extensive training occurred in the area of technology on the system and school levels. The staff also elected to increase attendance and participation in technology workshops and conferences. The staff was surveyed to determine which workshops and conferences they attended throughout the year.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Staff development provided based on a technology needs assessment resulted in a 67% technological proficiency at the end of the year. 50% of the staff utilized student electronic portfolios. Recommendations have been made to purchase equipment to align DeLalio with DoDEA standards.

Average Ratings of SIP Progress			
Tier	School	District	DDESS
Co-Communicators	3.8	4.1	4.2
Co-Supporters	3.0	3.7	3.8
Co-Learners	2.9	3.2	3.4
Co-Teachers	2.9	3.6	3.8
Co-Advisors	2.4	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

This year we have been adopted by a military unit, offered technology classes for parents and provided art shows for Hispanic Heritage and Native American Months. To support school-home partnership, we held a schoolwide "story time," had a PTO meeting devoted to TerraNova testing, held a celebration of appreciation for volunteers and continued to send home school newsletters.

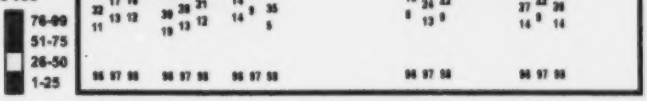
Standardized Test Results

Grade 3

1998 Median Percentiles for:

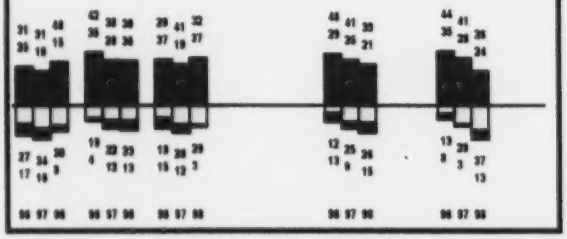
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	72.3	67.5	56.4	66	59
District	57.3	59.1	53.2	64	54.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	58	58	58	58	58

Percent of Students in Each Quarter



Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	71.5	58.5	64.3	59.3	53.7
	72.4	65	64.1	65.9	61.3
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	40	40	38	39	38

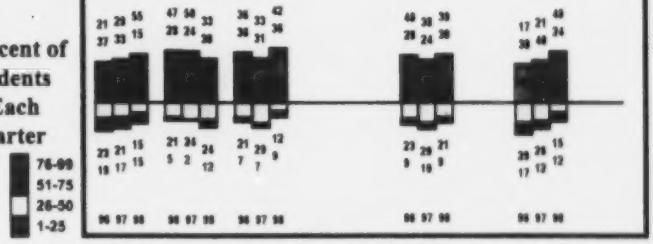


Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	80	59	72	66	75
District	65.8	60.4	64.7	63.5	66
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	33	33	33	33	33

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	63%	49%	41%
	98	NA	55%	74%	43%
Math Avg Score	97	NA	518	481	511
	98	NA	516	481	512
Verbal Avg Score	97	NA	518	495	505
	98	NA	507	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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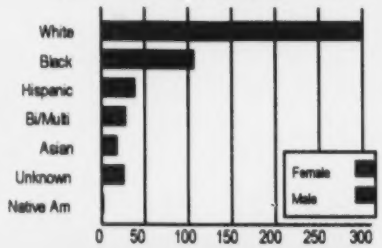
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Camp Lejeune, NC

Department of Defense Education Activity
Camp Lejeune High School (9-12)
1997/98 School Profile
Brenda Johnson, Principal

School Characteristics

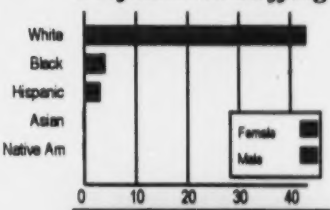
Student Enrollment - 509



Grade	
9	189
10	131
11	98
12	91
Total	509

Sponsor Affiliation	
Marine	90%
Army	<.5%
Navy	10%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	40
Special Education	4
Other Professionals	4

Special Programs Grade Offered	Program		
PK-12	Special Education	43	8%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		6	
Students Taking AP Courses		68	36%

Teacher Experience Years	Teachers
New	1
1-3	2
4-6	2
7-10	8
> 10	32

Mobility Rate
22% Per Year

Teacher Education Degree	Teachers
BA/BS	36 %
MA/MS	56 %
Doctorate	8 %

Principal's Highlights

The highlight of the year was the opening of the new fine arts wing and auditorium. Teachers and students have learned to use new technology in sound and lighting to showcase their talent in dance, drama, band and chorus. TV/film was recognized for excellence by the state theater conference. The Marching Band received new uniforms, and the Band Parents Club took an active role in all tiers of school-home partnership.

The base command has supported the school's efforts to keep drugs out of the school. The PTO Board has taken an increasingly active role, starting a parent-Teacher Dialogue and providing awards, receptions, scholarships, beautification projects, and Project Graduation. The Lejeune Scholarship Foundation, led by community, faculty, alumni, students and PTO, raised money for $1000 scholarships to senior scholars who performed 150 hours of community service. A new elective in conjunction with the county JobReady program offers career training.

A team of seniors placed third in the Carolinas in the Federal Reserve competition in economics. For the fourth consecutive year we were the top 1-A state school in the American High School Math Exam. Students won individual and team honors in regional math contests and placed first or second in each grade level of the NC Mathematics Fair.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

English teachers required students to word process final copies of papers. A new Internet class was offered and several classes used the internet as part of the curriculum. Computer Keyboarding added spreadsheets and databases; Computer Applications added presentation software. Funding for a technology lab was requested to increase course offerings.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math scores on the SAT increased, as did science and math scores on standardized tests. Students won individual and/or team honors in regional and state competitions. New textbooks and technology are helping math teachers and students meet NCTM Standards. Students demonstrated mastery of scientific inquiry on the Terra Nova test.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

A university partnership and publishing consultants provided technology workshops. Departments also arranged a developmental structure to meet their needs; e.g. foreign language, pedagogical skills to meet national standards of proficiency; English, a continuum of skill building through vertical teaming from middle-school language arts teachers through AP Senior English.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A new LAN has been installed; however, a new server has been requested in order to make the new network fully functional, to increase internet access and e-mail communication with parents, and to serve an upgraded student database. Math teachers received laptop computers and training to facilitate the use of their new software; computer teachers received training in Windows.

Average Ratings of SHIP Progress			
Tier	School	District	DDESS
Co-Communicators	3.5	4.1	4.2
Co-Supporters	3.5	3.7	3.8
Co-Learners	2.6	3.2	3.4
Co-Teachers	2.9	3.6	3.8
Co-Advisors	3.1	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

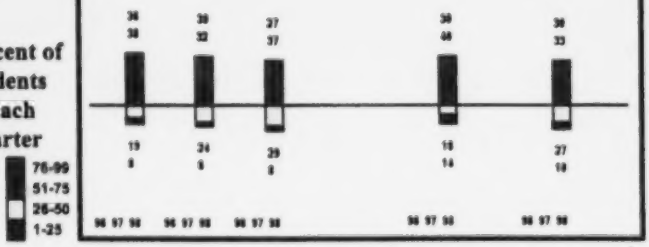
A monthly newsletter was a joint effort by administration, faculty, students, and parents. Parents will be included in fall staff development. Parents and students will be included on all faculty committees; faculty on all PTO committees. Topics for the new School-Home Partnership Dialogues will come from the committees' advisory-decision-making structure.

Standardized Test Results

Grade 9

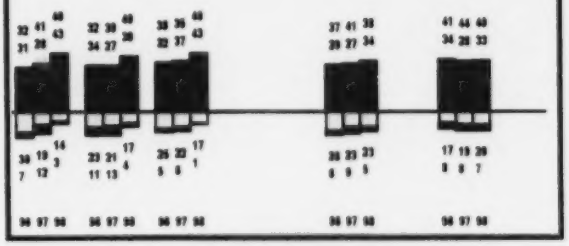
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	67.3	66.3	61.9	67.6	61
District	67.3	66.3	61.9	67.6	61
DDESS	66.5	63	61.3	56.4	59.1
Nation	50	50	50	50	50
# Students	165	165	164	166	165

Percent of Students in Each Quarter



Grade 10

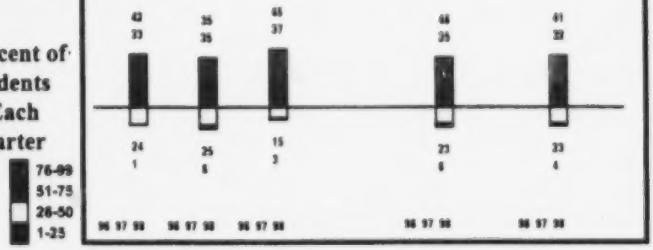
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	70.8	68.5	68.8	68	70.7
District	70.8	68.5	68.8	68	70.7
DDESS	67.8	66.7	68.9	64.8	64.5
Nation	50	50	50	50	50
# Students	117	117	113	117	117



Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	71	66	71.4	70.7	69
District	71	66	71.4	70.7	69
DDESS	64.5	62.1	63.3	57.6	60.1
Nation	50	50	50	50	50
# Students	81	81	78	80	78

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	63%	63%	49%	41%
	98	55%	55%	74%	43%
Math Avg Score	97	518	518	481	511
	98	516	516	481	512
Verbal Avg Score	97	518	518	495	505
	98	507	507	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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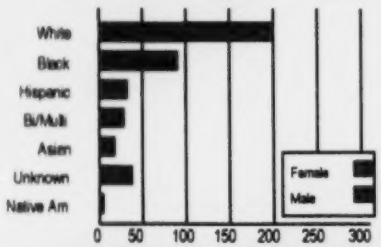
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Camp Lejeune, NC

Department of Defense Education Activity
Russell Elementary School (PK-5)
1997/98 School Profile
Judy Novicki, Principal

School Characteristics

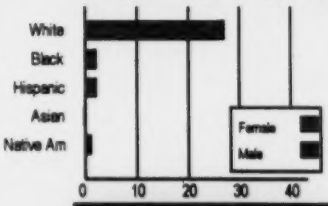
Student Enrollment - 419



Grade	
PreK	59
K	71
1	64
2	67
3	52
4	56
5	50
Total	419

Sponsor Affiliation	
Marine	89%
Army	<.5%
Navy	10%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	FTE
Administrators	2
Classroom Teachers	24
Special Education	1
Other Professionals	4

Special Programs			
PK-12	Special Education	48	11%
K-8	TAG	57	14%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	2
1-3	1
4-6	2
7-10	7
> 10	13

Mobility Rate
28% Per Year

Teacher Education	
BA/BS	50 %
MA/MS	46 %
Doctorate	4 %

Principal's Highlights

Russell serves pre-school through fifth graders from all of Midway Park, most of Watkins Village, and some of Berkeley housing. Most families have more than one child in our school. Family-oriented events are sponsored by the School Improvement Committees with support from the PTO, and community agencies. A company of 2D FSSG BN adopted us and sends classroom volunteers. The Youth Pavilion and high school support us with tutors. Community service projects involve us with many other groups. Our PE teacher coordinated a Make A Difference Day event that was awarded as one of 10 to receive national recognition by USA WEEKEND.

Other school awards include a North Carolina Golden Key for parent involvement, a National Gardening Association grant, a UTOTES outdoor education grant, and selection as a professional development site for UNC-W teacher interns.

Popular and effective programs include primary and intermediate multi-age teams; monthly Good Citizens assemblies; fitness walks and whole-school workouts; an obstacle course and Jump Rope for Heart program; vegetable, and cotton gardens; and professional stage productions. Staff provides a quality, developmentally appropriate education for all students.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Computer Learning Month activities were held for the school and community with 4,226 computer hours logged. Students in grades 2-5 were pre- and post-tested on 20 items to assess computer knowledge. After instruction, grades 2-3 improved 3.4 points and grades 4-5 improved 1.8 points. Technology supported research, math problem solving, and communication skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Spring 1998 Total Math national percentiles on Terra Nova Assessments: Third Grade 60, Fourth Grade 55.7, and Fifth Grade 64.9. 64 Second Graders took the NC Year-end Mathematics Assessment with 75% of them scoring 155-205 of 213 possible points and a range of 82-205. Activities enhanced math/science: Dailies program, Math Challenge Month, Internet and tutors.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff Development Committee revised Learner Expectations in Reading/Writing for K-5, published them in matrices, and trained staff to use them; acted as a steering committee for exploring the areas multi-age grouping, performing arts focus schools, and year-round calendars. 37% of staff had technology inservice.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Education Technologist position was added. Weekly workshops, classroom support, and computer lab demonstrations and classes trained the staff on HyperStudio. Internet was taught on an as-needed basis to students and teachers conducting research. Electronic portfolios for some students were piloted. Administrators took 36 hours of Microsoft Office classes.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.4	4.1	4.2
Co-Supporters	3.9	3.7	3.8
Co-Learners	3.7	3.2	3.4
Co-Teachers	4.2	3.6	3.8
Co-Advisors	3.8	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Marines and youth center staff joined in math motivation activities. The Home-School Committee had a multicultural focus for an Ellis Island lock-in night, Caribbean and Mediterranean activities nights, and the "Crossing Boundaries" Art Show. The committee was recognized nationally for its Make A Difference Day project.

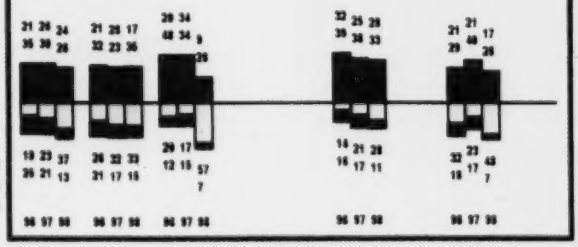
Standardized Test Results

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	50.5	54.3	42.7	60	47
District	57.3	59.1	53.2	64	54.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	46	46	46	46	46

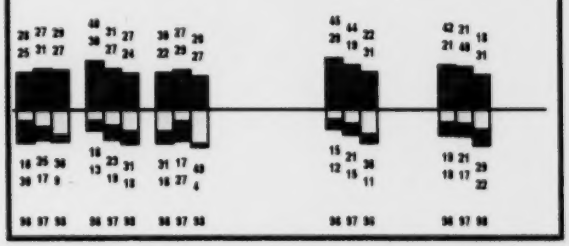
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	56	51	47	55.7	49.5
	72.4	65	64.1	65.9	61.3
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	45	45	45	45	45

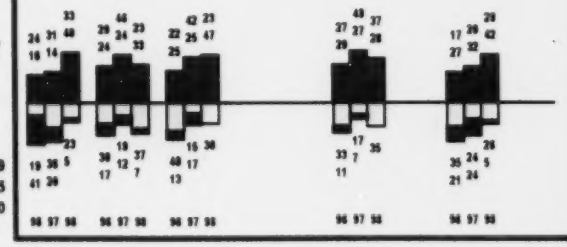


Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	64	53.7	61.5	64.7	62.3
District	65.8	60.4	64.7	63.5	66
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	43	43	43	43	43

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	63%	49%	41%
	98	NA	55%	74%	43%
Math Avg Score	97	NA	518	481	511
	98	NA	516	481	512
Verbal Avg Score	97	NA	518	495	505
	98	NA	507	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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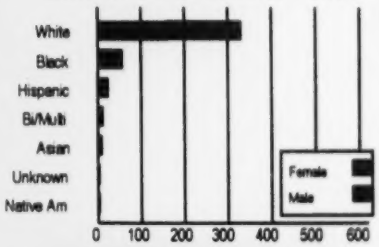
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** 75% => Proficient	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**

Camp Lejeune, NC

Department of Defense Education Activity
Stone Street Elementary School (PK-5)
1997/98 School Profile
Elizabeth Thomas, Principal

School Characteristics

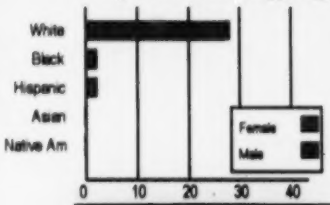
Student Enrollment - 443



Grade	
PreK	61
K	73
1	63
2	72
3	60
4	64
5	50
Total	443

Sponsor Affiliation	
Marine	88%
Army	<.5%
Navy	12%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	25
Special Education	1
Other Professionals	5

Special Programs

Grade Offered	Program	Number	Percent
PK-12	Special Education	53	12%
K-8	TAG	28	6%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	2
1-3	1
4-6	4
7-10	7
> 10	12

Mobility Rate
22% Per Year

Teacher Education Degree	Teachers
BA/BS	66 %
MA/MS	34 %
Doctorate	0 %

Principal's Highlights

Stone Street Elementary School serves approximately 450 students in preschool through fifth grades. Approximately 2/3 of the students in this community are from the officer's ranks with the remaining 1/3 coming from the senior enlisted marines and sailors.

Stone Street parents have high aspirations for their children. Most parents want to have a voice in their child's educational program. We have a very active parent volunteer program with over 150 volunteers dedicating 5000 hours of service to the school. In addition, there is strong support from the military community with the school being adopted by the 8th Engineers Water Supply Company.

Teachers and community understand the value of working together. They have embraced the strategic plan and work together to develop strategies to meet the benchmarks. Teacher-initiated projects such as Community Talent Show, Family Math Night, Reading Under the Stars, and Stone Street Un-Plugged provided opportunities for school and community to work together to support and strengthen learning goals. The parent advisory group, Parent Connection, meets monthly and is chaired by a parent. Parents set the agenda for this parent forum. This is another opportunity for both the school and community to work in partnership.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Throughout the year, students used the computer lab as a resource in completing integrated curricular/technology projects. Computer clubs were organized to give students additional technology skills. Special authored research projects have been developed by using Intranet and Internet in the lab with scanners and digital cameras.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Teachers used individual math matrices to target specific math areas and to focus instruction and assessment. They worked together to identify ways to integrate math, to preserve heterogeneous grouping, and to provide additional strategies for students having difficulty. Students made progress as they worked before and after school in the Homework Club and Math Club.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Teachers and administrators meet regularly in a "cooperative planning" session. These are seminars in which they dialogue about schooling. They talk about children and together, develop strategies to ensure student success. An additional focus for staff development this year has been technology. Teachers have regularly attended training on-site and off campus.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The Educational Technologist serves as a resource to teachers, organizing staff development, and offering technical support. The staff participates regularly in technology workshops to include networking, multimedia, Intranet, Internet, and advanced computer literacy. Teachers increasingly use technology as a teaching tool.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.7**	**4.1**	**4.2**
Co-Supporters	**4.4**	**3.7**	**3.8**
Co-Learners	**4.2**	**3.2**	**3.4**
Co-Teachers	**4.3**	**3.6**	**3.8**
Co-Advisors	**3.9**	**3.5**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

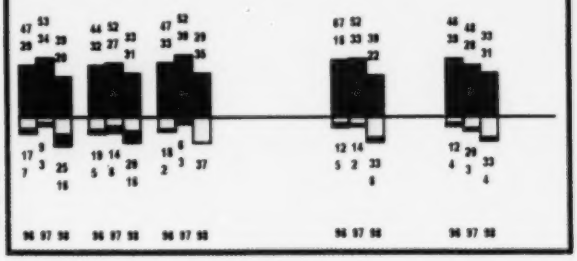
Parents and staff worked to strengthen Tier 4: Co-teachers. Parents organized and "staffed" several clubs for students. They developed the plans and organized lessons to provide a variety of activities (i.e., arts and crafts, games, gardening, woodworking, sewing, Spanish). Parents continued to staff The Publishing House, publishing over 400 books for Stone Street's authors.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	61	62	57.7	64.7	63
District	57.3	59.1	53.2	64	54.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	49	49	49	49	49

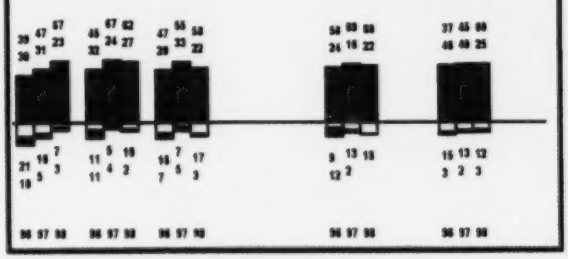
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 4

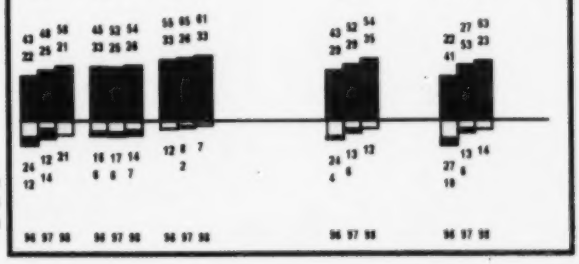
Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
82.8	83.3	80.4	82.3	81
72.4	65	64.1	65.9	61.3
66.3	61.1	60.4	57.6	62.5
50	50	50	50	50
60	60	60	60	60



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	77	76	80.3	78	82
District	65.8	60.4	64.7	63.5	66
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	43	43	43	43	43

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		School	District	DDESS	Nation
% Participating	97	NA	63%	49%	41%
	98	NA	55%	74%	43%
Math Avg Score	97	NA	518	481	511
	98	NA	516	481	512
Verbal Avg Score	97	NA	518	495	505
	98	NA	507	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Stone Street E S
1943 Stone St.
Camp Lejeune, NC 28547-2534

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Fax Number:
Commercial Phone:
(910) 451-2431

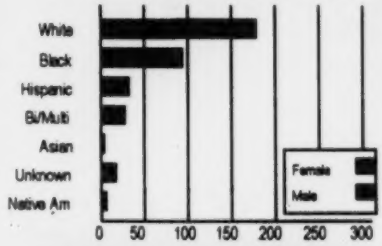
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Jacksonville, NC

Department of Defense Education Activity
Tarawa Terrace I Elementary School (PK-3)
1997/98 School Profile
Linda Hawes, Principal

School Characteristics

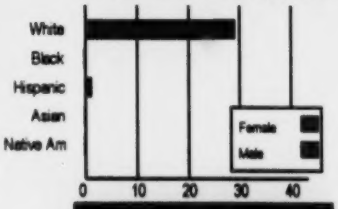
Student Enrollment - 365



Grade	
PreK	111
K	85
1	62
2	62
3	45
Total	365

Sponsor Affiliation	
Marine	86%
Army	<.5%
Navy	14%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	FTE
Administrators	2
Classroom Teachers	22
Special Education	2
Other Professionals	4

Special Programs			
Grade Offered			
PK-12	Special Education	50	14%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	3
1-3	0
4-6	3
7-10	2
> 10	16

Mobility Rate
67% Per Year

Teacher Education	
Degree	Teachers
BA/BS	57 %
MA/MS	43 %
Doctorate	0 %

Principal's Highlights

Tarawa Terrace I Elementary School expanded its horizons this year by including Benchmark 3, Language Arts and Social Studies, in its school improvement plan along with the other focus benchmarks. Staff and parents participated in Family Reading Nights. Students read great literature and recorded their progress with the Accelerated Reader program. The staff at TT1 defined Social Studies in very real-world terms through implementation of a Good Citizens program. Each week students selected from among their class peers, students who exemplify honesty, politeness, cooperative attitudes and other life skills. These students are honored together on Mondays.

Preschool staff focused their efforts on parent education. Mondays were devoted to home visits and parent workshops. Because of our very young parent population, moms and dads sometimes feel more comfortable meeting the teacher on their own "turf" before venturing into the classroom.

Multiage teachers ventured into new territory this year by expanding their program to include third graders along with first and second graders. Their success can be measured by full classrooms and documented in the exemplary notation on the special education audit.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Emphasis was on purchasing Math software for classrooms and providing teacher training in the use of these programs. In addition to increasing classroom access to technology, students had a minimum of 40 minutes per week in the computer lab. Students K-3 have used "Read, Write & Type" throughout the year.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Student motivational programs implemented include Super Star Math, math games and the use of math software. New strategies include the use of math journals to increase student achievement in the areas of math reasoning and comprehension. The restored UTOTES program helped students connect science to their own immediate environment.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Following a survey of the staff, workshops were conducted on learning styles, language development and its effect on success in school, and small hand muscle development in students. In addition, one credit could be earned by attending early morning technology classes conducted on-site.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

An ethernet network has been installed and utilized for server-based applications and interschool communications. The faculty was surveyed to assess hardware and software needs. Extensive inservice has been provided on available hardware and software.

Average Ratings of SIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.1	4.2
Co-Supporters	3.5	3.7	3.8
Co-Learners	2.9	3.2	3.4
Co-Teachers	3.4	3.6	3.8
Co-Advisors	3.6	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Providing reading and technology training to parents and staff was the main focus of this team. Strategies included conducting family reading nights, including a parent on each SIP team and providing additional time for parent conferences to develop learning plans for students.

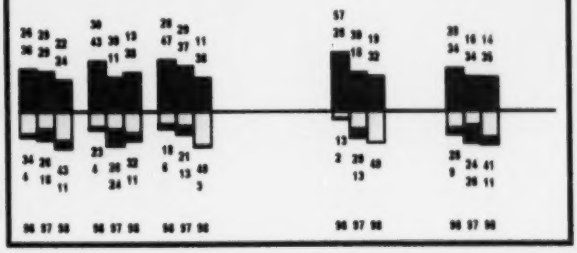
Standardized Test Results

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	46	54	49	51	50.7
District	57.3	59.1	53.2	64	54.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	37	37	37	37	37

Percent of Students in Each Quarter



Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1998 Median Percentiles for: **School** / **District** / **DDESS** / **Nation**

 # Students

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	63%	49%	41%
	98	NA	55%	74%	43%
Math Avg Score	97	NA	518	481	511
	98	NA	516	481	512
Verbal Avg Score	97	NA	518	495	505
	98	NA	507	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Tarawa Terrace I E S
60 Tarawa Blvd.
Tarawa Terrace, NC 28543-1151

DSN Phone: 484-2480/2489
Fax Number: (910) 451-3819
Commercial Phone:
(910) 451-2480/2489

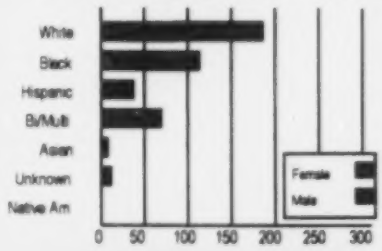
DoDEA Testing Administered									
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Jacksonville, NC

Department of Defense Education Activity
Tarawa Terrace II Elementary School (PK-5)
1997/98 School Profile
Mary Kubas-Meyer, Principal

School Characteristics

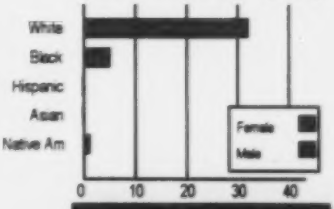
Student Enrollment - 472



Grade	
PreK	86
K	99
1	71
2	47
3	41
4	72
5	56
Total	472

Sponsor Affiliation	
Marine	91%
Army	1%
Navy	8%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	FTE
Administrators	2
Classroom Teachers	31
Special Education	2
Other Professionals	3

Special Programs			
PK-12	Special Education	60	13%
K-8	TAG	17	4%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	0
1-3	0
4-6	2
7-10	4
> 10	27

Mobility Rate
55% Per Year

Teacher Education	
BA/BS	37%
MA/MS	58%
Doctorate	5%

Principal's Highlights

The Tarawa Terrace 2 Elementary School community has embraced the Framework Process of the DoDEA Community Strategic Plan. As one of the few schools in DoDEA identified to participate in this process, TT2 ES is fortunate. The goal of the Framework Process and the mission of TT2 ES are one and the same--increased student achievement. As an initial step, parents, students, staff, and administrators have taken part in a comprehensive assessment of the school's needs. With this data in hand, the school stakeholders are reviewing school improvement strategies and implementing changes in staff development activities. Extra assistance provided through the Framework Process will augment the school's existing school improvement plan.

Through current school improvement efforts, all student in grades 3, 4 and 5 have made significant gains in academic achievement as demonstrated on the Terra Nova this year. The school is particularly prouNova of the achievement of our minority students garnered in the past two years. Involvement of parents continues to be an important part of the life of the school.

TT2 ES continues to demand that all students demonstrate complex thinking and technological skills while giving back to their community.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

In our initial year of using Computer Curriculum Corporation (CCC) courseware we targeted 3-5. 98% of these students completed initial placement tests in reading and math. 92% of 3-5 graders work on CCC reading and math daily. 88% of 3-5 graders have shown 1 year's growth in math or are achieving at grade level; 73% of 3-5 graders followed this trend in reading.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students made significant gains in math as demonstrated on the TerraNova. Gains are attributed to an emphasis on technology, improved instruction, and CCC use. 3rd graders from 50 to 69.7 percentile; 4th graders from 49 to 67.5 percentile; and 5th graders remained the same. 86% of 3rd-5th have grown one year in math or are achieving at grade level as demonstrated on the TerraNova.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

100% of TT2's teachers completed 10-29 hours of training related to the benchmarks. This training impacted on test scores. Test scores overall show gains in Total Battery Scores with increase from 52 to 68%ile, grade 3; 51 to 75%ile grade 4. Grade 5 remained at the 52 percentile.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers received 10-29 hours of formal training in technology and applications including: CCC, WIN 95, electronic report cards, e-mail, and electronic attendance reporting. Our computer lab was reconfigured and we are working toward an enhanced LAN within the school and school system. Over the past 2 years all available money and resources were used for technology.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.4	4.1	4.2
Co-Supporters	4.0	3.7	3.8
Co-Learners	2.9	3.2	3.4
Co-Teachers	3.7	3.6	3.8
Co-Advisors	3.9	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

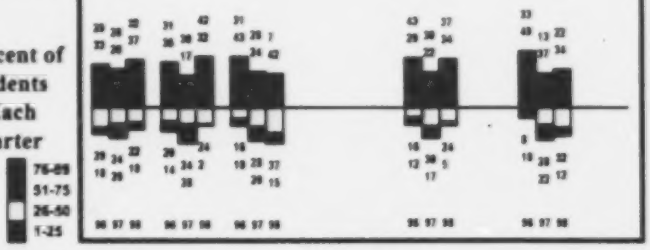
Our school was adopted by USMC, Camp Johnson MCSSS. They have assisted with student programs. Other parent/community involvement includes: home visits and parent workshops by preschool; additional parent teacher conference days; Family Nights highlighting enrichment classes; extended hours in the media center, and increased parent/community use of the media center.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	64	70	49	69.7	56
District	57.3	59.1	53.2	64	54.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	41	41	41	41	41

Percent of Students in Each Quarter



Grade 4

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	72	65.5	63	67.5	55.8
District	72.4	65	64.1	65.9	61.3
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	52	52	51	52	51

Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	52	47	52.7	51	54.5
District	65.8	60.4	64.7	63.5	66
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	49	49	49	49	49

Percent of Students in Each Quarter

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	63%	49%	41%
	98	NA	55%	74%	43%
Math Avg Score	97	NA	518	481	511
	98	NA	516	481	512
Verbal Avg Score	97	NA	518	495	505
	98	NA	507	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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2950 Saipan Dr.
Tarawa Terrace, NC 28543-1206

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Commercial Phone:
(910) 451-2588/2580

DoDEA Criterion Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% <= Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable

SECTION E

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

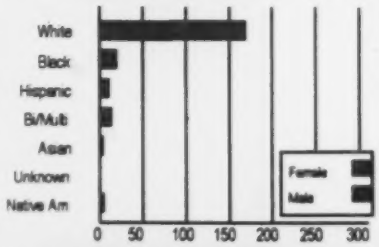
DAHLGREN DISTRICT
1997-1998

BEST COPY AVAILABLE

Department of Defense Education Activity
Dahlgren Dependents Schools (PK-8)
1997/98 District Profile
Lawanna Mangleburg, Superintendent

District Characteristics

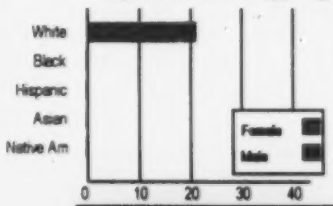
Student Enrollment - 217



Grade	
PreK	27
K	31
1	27
2	27
3	19
4	13
5	27
6	18
7	16
8	12
Total	217

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	99%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	16
Special Education	1
Other Professionals	3

Special Programs			
Grade Offered	Program		
PK-12	Special Education	15	7%
K-8	TAG	20	9%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years Teaching	Teachers
New	0
1-3	2
4-6	0
7-10	1
> 10	16

Mobility Rate
21% Per Year

Teacher Education	
Degree	Teachers
BA/BS	42 %
MA/MS	58 %
Doctorate	0 %

Superintendent's Highlights

All schools in VADDESS have demonstrated significant progress toward achieving the Benchmarks of the DoDEA Strategic Plan. With assistance of Educational Technologists in each school, classroom teachers have accelerated their own learning and the learning of their students through the use of technology.

Virginia Schools have been leaders in the DoDEA Presidential Technology Initiative, the World-Wide technology courseware testbed and implementation initiative. Under this initiative, teachers have developed technology integration plans, classroom lessons, and worked with software developers. Virginia fostered partnerships in world-wide technology training by sharing their expertise on a DoDEA-Wide basis.

Advanced professional development was provided at the school level with district support. Peer coaches provided instruction and feedback to new teachers who focused on the Quantico Program of Instructional Effectiveness.

Efficiency and effectiveness were increased in management practices, and all worked toward alignment of instruction and curriculum with the new multiple assessment program, Terra Nova. Local partnerships enhanced all educational programs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

During this school year, VADDESS has made concentrated efforts to implement programs that would support the curriculum and the integration of technology into the curriculum. The students' work sampling, assessments, and various projects demonstrate increased growth in technology proficiency across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Implementation of the SuccessMaker, Math Concepts and Skills program in grades 1-7, along with increased efforts to collect and analyze assessment data in both science and math, are positioning VADDESS to accurately analyze current programs and implement quality improvements. Data collection and analysis will remain high priorities for SY 98/99.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The Quantico Program of Instructional Effectiveness (QPIE) remains the back-bone of providing effective research-based instruction for all students within VADDESS. While site-based staff development is the cornerstone of meeting our professional development needs, linking with ongoing DoDEA activities has enhanced the offerings for our instructional staff.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

In efforts to improve services through the use of technology in the areas of instruction, fiscal and resource management, and record keeping throughout the system, support mechanisms of planning, implementation, and evaluation have been used to ensure the effectiveness and efficiency of these services.

Average Ratings of SHIP Progress		
Tier	District	DDESS
Co-Communicators	4.7	4.2
Co-Supporters	4.4	3.8
Co-Learners	4.4	3.4
Co-Teachers	4.4	3.8
Co-Advisors	4.3	3.5
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

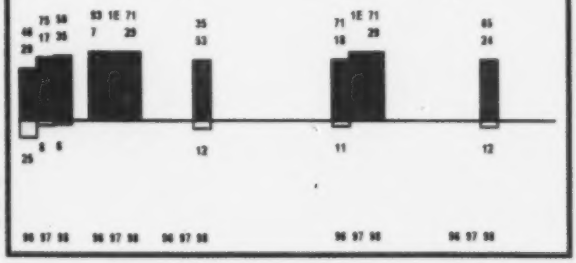
VADDESS supports the multi-tiered, multi-faceted School-Home Partnership at all schools. We have increased stakeholder participation in district planning/evaluation, and several joint service projects have been implemented with base organizations to meet the needs of children.

Standardized Test Results

Grade 3

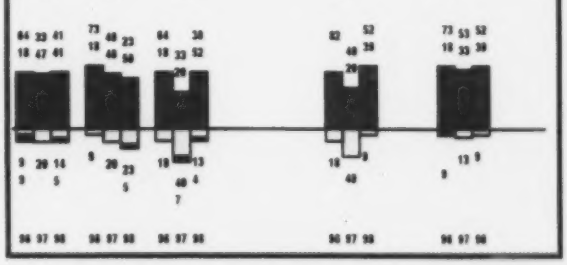
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	78	85	70.5	84	85.5
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each Quarter



Grade 5

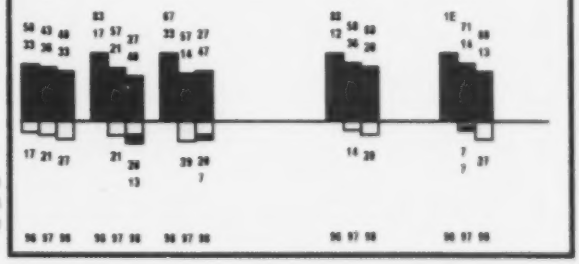
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	72.5	59	71.3	75.7	76
	63.2	60.5	62	56.7	63.2
	50	50	50	50	50
	22	22	23	23	23



Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	73.7	68	64.3	80	77.3
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	15	15	15	15	15

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Virginia DDESS Schools
Code TS, 193 Sampson Rd.
Dahlgren, VA 22448-5300

DSN Phone: 249-8822
Fax Number: (540) 653-4124
Commercial Phone:
(540) 653-8822

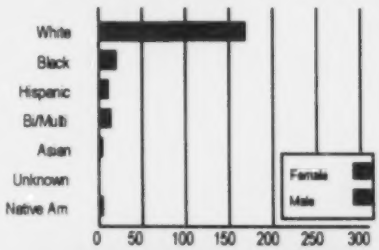
D-DEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Dahlgren, VA

Department of Defense Education Activity
Dahlgren Elementary School (PK-8)
1997/98 School Profile
Charlie Winters, Principal

School Characteristics

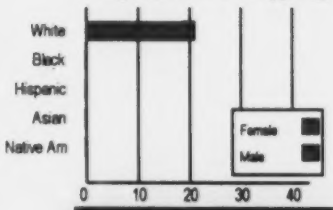
Student Enrollment - 217



Grade	
PreK	27
K	31
1	27
2	27
3	19
4	13
5	27
6	18
7	16
8	12
Total	217

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	99%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	16
Special Education	1
Other Professionals	3

Special Programs			
Grade Offered			
PK-12	Special Education	15	7%
K-8	TAG	20	9%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	0
7-10	1
> 10	16

Mobility Rate
21% Per Year

Teacher Education	
Degree	Teachers
BA/BS	42 %
MA/MS	58 %
Doctorate	0 %

Principal's Highlights

Together Everyone Accomplishes More (T.E.A.M.) is our motto at Dahlgren School. Our strong belief in this motto fostered teamwork, as we focused on our Benchmarks this year.

Our status as a test-bed site for the Presidential Technology Initiative (PTI) enabled us to expand the integration of technology throughout the curriculum in support of Benchmark 3.10.

In its implementation year, the SuccessMaker Math average school-wide increase was 1.15 years of growth in only six months and established an enviable baseline. Along with this impressive showing, 40% of our 8th graders and 13% of our 7th graders were enrolled in Algebra I and earning high school credit. Research on the Internet and 20 field trips based on science topics enhanced the science curriculum throughout the school. Dahlgren School highlighted School-Home Partnership efforts by creating a pictorial history on the "Wall of Fame." Teachers were supported by a 100% family volunteer rate and the collaborative efforts of many community members.

An on-going, in-house staff development program in technology resulted in the majority of staff fully attaining Level I technology proficiency.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students in grades 1 through 8 kept electronic portfolios; baseline data showed an average of 15 examples per child of a variety of software documents saved to the network. Grades 4 and 8 scored 70% higher in a posttest of online search techniques. Classroom teachers and the educational technologist worked as a team to plan and implement curriculum-specific integrated technology lessons.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The SuccessMaker math software was used to provide an average of 19.6 hours of instruction for 3rd, 5th, and 7th grade students (selected examples). Average student gain within the SuccessMaker curriculum (years of growth) was 1.07, 1.29, and 1.85 (respectively). An average of 2 "hands-on" science activities were conducted each week in every classroom to internalize science concepts.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Site-based staff development conducted by in-house personnel was utilized to address needs assessment, the school improvement process, and technology integration. Twelve parenting classes were conducted by the guidance counselor. The educational technologist trained staff and parents in six different software packages. The SIT provided training in school improvement.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Since inception of a technology training program in November, 39 hours of workshops were provided. 100% of teachers participated. Full Internet access was available in 100% of classrooms, with training provided to teachers and parents. 37% of our staff participated in the PTI. SASI was used for records management. Computerized plant inventory was fully implemented.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.7	4.7	4.2
Co-Supporters	4.4	4.4	3.8
Co-Learners	4.4	4.4	3.4
Co-Teachers	4.4	4.4	3.8
Co-Advisors	4.3	4.3	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

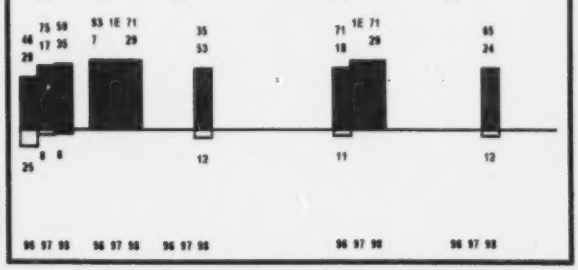
Volunteers contributed 2,172 hours as tutors, advisors, chaperones, coaches, guest speakers, and committee members, using 73 "best practices" of teamwork to address 5 tiers of SHP. The parent satisfaction portion of the school climate survey yielded a 4.5 rating out of 5 with 67% of all surveys returned. Parents and Aegis Command volunteers created a school information brochure.

Standardized Test Results

Grade 3

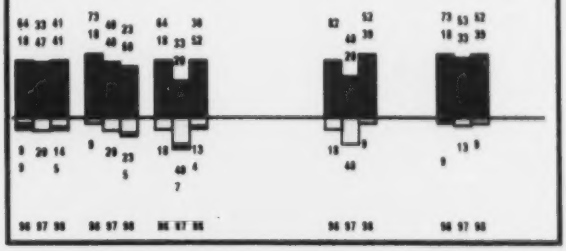
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	78	85	70.5	84	85.5
District	78	85	70.5	84	85.5
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each Quarter



Grade 5

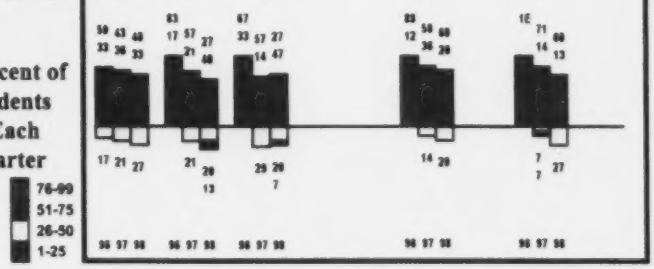
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	72.5	59	71.3	75.7	76
District	72.5	59	71.3	75.7	76
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	22	22	23	23	23



Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	73.7	68	64.3	80	77.3
District	73.7	68	64.3	80	77.3
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	15	15	15	15	15

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Dahlgren E S
193 Sampson Rd.
Code TS
Dahlgren, VA 22448-5300

DSN Phone: 249-8822
Fax Number: (540) 653-4591
Commercial Phone:
(540) 653-8822

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

SECTION F

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

FORT BENNING DISTRICT
1997-1998

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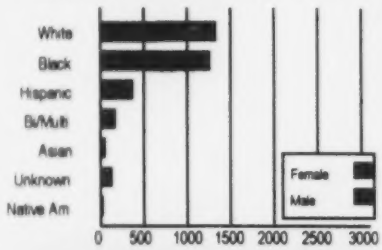
Department of Defense Education Activity
Fort Benning Dependents Schools (PK-8)
1997/98 District Profile
Dell McMullen, Superintendent

District Characteristics

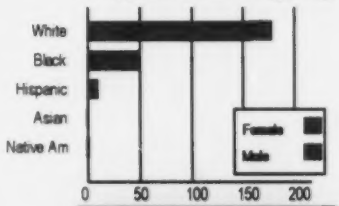
Student Enrollment - 3,244



Grade	
PreK	341
K	451
1	392
2	400
3	346
4	321
5	321
6	236
7	234
8	202
Total	3244

Sponsor Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	9
Classroom Teachers	157
Special Education	18
Other Professionals	43

Special Programs			
Grade Offered	Program		
PK-12	Special Education	381	12%
K-8	TAG	99	3%
K-12	ESL	84	3%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	3
1-3	10
4-6	8
7-10	22
> 10	169

Mobility Rate
51% Per Year

Teacher Education	
Degree	Teachers
BA/BS	26 %
MA/MS	72 %
Doctorate	2 %

Superintendent's Highlights

The Fort Benning Schools are an integral part of the Fort Benning community, "Home of the Infantry," and six-time winner of the Commander in Chief's Army Communities of Excellence Award.

This year, the integration of technology was a major focus with many successes celebrated! PC computer labs were established in all schools, local area networks were upgraded, and internet connectivity was established through access to the Fort Benning Gateway.

To ensure effective use of the newly acquired hardware and software, staff development was a top priority. Utilizing a train-the-trainer model and resources available at Columbus State University Instructional Technology Center, educational technologists were provided extensive training focused on integrating technology, assessment, and process writing. Utilizing the skills learned, on-site technology training was continuous and provided all educators with the knowledge and skills to utilize the technology at hand. In a one-on-one meeting with the superintendent and the technology coordinator each teacher had the opportunity to discuss current use of technology as an instructional tool and plans for the future.

Fort Benning Schools . . . Building Futures in a Supportive Community of Learners!

DoDEA Strategic Plan: School Improvement Implementation
School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Placement of an educational technologist in each school has resulted in greater access to multimedia capable technology. Students have been involved in several cutting-edge interdisciplinary technology applications to include the Micronesia Project linking Fort Benning 2nd graders with students in Europe, Japan, and Micronesia.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The Fort Benning Schools purchased FOSS (Full Option Science Program) materials. Teachers utilized the kits to provide students with a wide variety of hands-on science activities. Math instruction was enhanced by the system's involvement with the Columbus State University Math Collaborative, the inclusion of a geometry course, and a renewed emphasis on problem-solving.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

With new PC Labs and Ed. Techs, a major emphasis was placed on technology training. Through the Technology Center at Columbus State University, Ed. Tech's received training in integrating technology, writing and assessment, and provided the training to school staffs. The annual Leadership Institute was held for administrators and focused on Stephen Covey's Seven Habits of Highly Effective People.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

After a successful pilot last year in one elementary school, Discourse Electronic Classrooms (DEC) were expanded to all other schools. DEC allows continuous monitoring of student responses and insight into the student's understanding and assimilation of content.

Average Ratings of SHIP Progress		
Tier	District	DDESS
Co-Communicators	4.2	4.2
Co-Supporters	4.0	3.8
Co-Learners	3.6	3.4
Co-Teachers	3.9	3.8
Co-Advisors	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

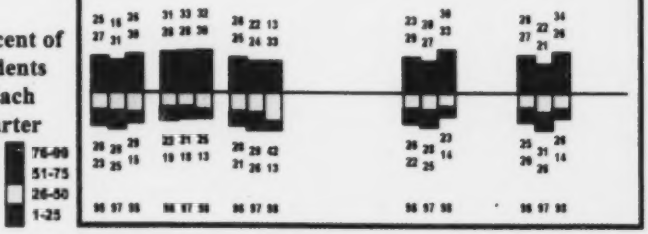
A total of 362 parents system-wide volunteered on a regular basis logging a total of 12,174 hours. Through Lunch and Learn Seminars parents were involved in learning activities focused on performance based instruction and the DoDEA Writing Assessment. Parents and teachers came together for a successful weekend of learning at our annual Parent Academy.

Standardized Test Results

Grade 3

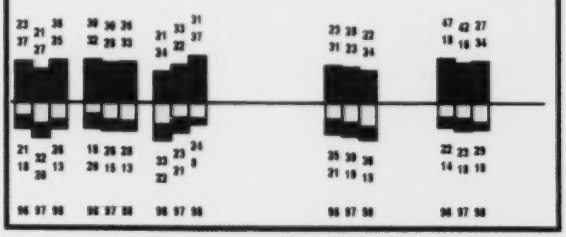
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	55	59.1	47.6	60	60.3
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	320	320	323	320	323

Percent of Students in Each Quarter



Grade 5

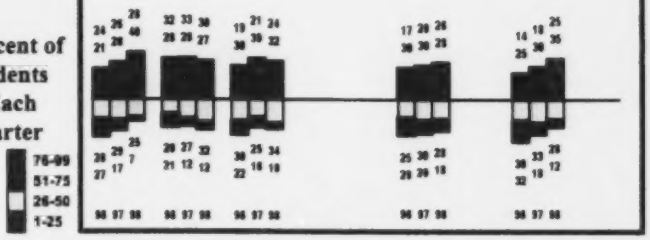
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	62.5	58	63.1	47.9	58.3
	63.2	60.5	62	56.7	63.2
	50	50	50	50	50
	293	293	294	293	294



Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	61.8	57.3	54.7	54.5	57.8
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	216	215	214	215	213

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Ft. Benning Dependents Schools
201 Cluster Rd. Bldg. 2670
Ft. Benning, GA 31905-5000

DSN Phone: 835-7276
Fax Number: (706) 545-1242
Commercial Phone:
(706) 545-2500

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	290	Met	11.7%	81.4%	6.6%	0.3%	0%
8	98	184	Not Met	32.1%	39.1%	22.3%	6.5%	0%

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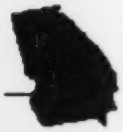
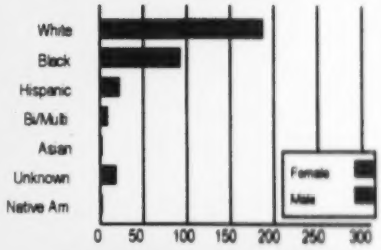


Fort Benning, GA

Department of Defense Education Activity
Herbert J. Dexter Elementary School (PK-5)
1997/98 School Profile
Vicki P. Rogers, Principal

School Characteristics

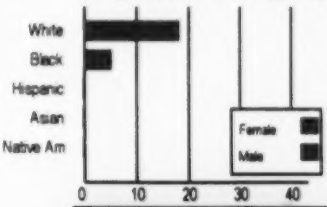
Student Enrollment - 329



Grade	
PreK	39
K	54
1	53
2	57
3	47
4	43
5	36
Total	329

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	1
Other Professionals	6

Special Programs			
Grade Offered			
PK-12	Special Education	27	8%
K-8	TAG	37	11%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	2
> 10	16

Mobility Rate
60% Per Year

Teacher Education	
Degree	Teachers
BA/BS	17 %
MA/MS	83 %
Doctorate	0 %

Principal's Highlights

"Wow, this is high-tech!" is a quote which aptly describes the excitement of students, staff, and parents at Dexter School as we explored new and innovative ways to use technology. With the installation of PC and Discourse labs, technology became an important tool for accomplishing school improvement goals.

Some students created multimedia presentations requiring the integration of text, digitized photos, and sound, while others produced stories, poetry, ABC books, and research projects. Several 1st and 3rd graders were published in the Anthology of Poetry by Young Americans.

The Internet became the vehicle for stock market simulations and chess matches, as well as for collecting data for reports and projects. Programs such as Math Journey, Science Sleuths, and Thinkin' Things capitalized upon critical thinking skills in the content areas.

Complementing technology in the labs have been CD ROM and CD Interactive programs, Galaxy Classroom Distance Learning, laser disc programs, and Accelerated Reader.

Stakeholders have been actively involved in the teaching/learning process, with volunteers working side by side with teachers.

Dexter Eagles are indeed soaring to new heights as they discover imaginative ways to use technology for teaching and learning.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Proficiency in technology was enhanced through the installation and utilization of PC and Discourse labs. The lab schedules, pre-post performance data, and evaluation surveys from stakeholders revealed an increased use and proficiency of technology as a tool for learning across the curriculum both at school and at home.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math and science instruction at Dexter focused on increased critical thinking and problem solving. Teachers integrated technology through programs such as Math Journey, Science Sleuths, and Thinkin' Things to improve performance in these areas. Teachers' lesson plans in math and science reflected additional use of Galaxy Distance learning and performance assessment.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff participated in Mouse House Medley, a 10-hour course taught in the new lab, which addressed staff needs from the needs assessment. Teachers participated in training, at the school and district level, including Performance-Based Instruction/Assessment, Science Through the Seasons, and Teaching Physical Science Through Literature.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The establishment of the PC and Discourse labs in conjunction with the addition of a trained educational technologist provided staff and students with the tools necessary to instruct, manage and evaluate student progress. First year implementation of grade level curriculum areas provided a clear indication of student achievement.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.6**	**4.2**	**4.2**
Co-Supporters	**4.0**	**4.0**	**3.8**
Co-Learners	**4.1**	**3.6**	**3.4**
Co-Teachers	**4.1**	**3.9**	**3.8**
Co-Advisors	**3.6**	**3.5**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A cadre of parents trained to serve in the capacity of co-teachers in the newly installed computer and Discourse labs was the highlight of our School-Home Partnership activities. These efforts resulted in several classrooms reporting 95% of students having home computers, with many communicating with teachers by electronic mail. 2,600 volunteer hours were logged.

Standardized Test Results

Grade 3

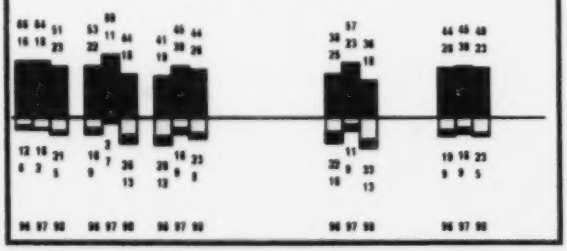
1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	67	68	50	66	66.2
District	55	59.1	47.6	60	60.3
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	43	43	43	43	43

Percent of Students in Each Quarter

Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	76	66.3	69	57	74.5
District	60	53.7	55.1	45.9	54
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	39	39	39	39	39



Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	85	84	89	82.3	91
District	62.5	58	63.1	47.9	58.3
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	41	41	41	41	41

Percent of Students in Each Quarter

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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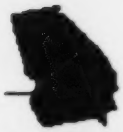
ESOL Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	41	Met	14.6%	75.6%	9.8%	0%	0%

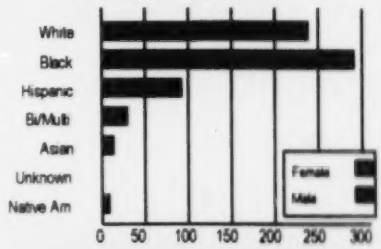


Fort Benning, GA

Department of Defense Education Activity
Don C. Faith Middle School (6-8)
1997/98 School Profile
Tom Dignan, Principal

School Characteristics

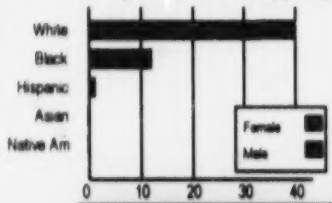
Student Enrollment - 672



Grade	
6	236
7	234
8	202
Total	672

Sponsor Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	43
Special Education	4
Other Professionals	6

Special Programs			
Grade Offered	Program		
PK-12	Special Education	63	9%
K-8	TAG	62	9%
K-12	ESL	9	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	3
7-10	9
> 10	38

Mobility Rate
39% Per Year

Teacher Education	
Degree	Teachers
BA/BS	20 %
MA/MS	78 %
Doctorate	2 %

Principal's Highlights

The nature and focus of instruction changed in 1997-98 as Faith Middle School used technology and site based staff development to support instructional goals presented by new assessment tools.

Addressing Benchmark 3.3 and 8.1, our Parent/Teacher Writing Assessment project took the School Home Partnership to the highest level as parents served as co-decision makers, co-advocates and co-advisors.

Site based staff development brought four courses to the Faith staff in addition to a full in-service day of training on the writing process and technology. Forty teachers received SDU credit for Instructional Strategies. Sixteen teachers received credit for technology courses.

Our Odyssey of the Mind team will compete in the World Finals, May 27-30. Our band won 13 of the 96 seats in the District Honor Band. Art students were major contributors to the Regional Middle School art exhibit.

Student Ambassadors, a new student welcoming force, have brought numerous parents and community members to Faith for student led tours.

"We Aim Higher," our Faith Middle School motto, has been our driving force during 1997-98 as students, staff and parents have met and often exceeded their goals.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Student technology skills increased due to a 6th grade media technology class, Musical Interface Digital Instrument (MIDI) class, additional personnel and computers, a data projection lab, and Discourse lab. Technology proficiency is evidenced in student electronic portfolio disks. Computer Assisted Design (CAD) is used as a semester Ed. Tech. 8th grade project.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Faith math teachers continued their alignment of the curriculum and added geometry as an additional course. Science teachers integrated content materials with technology, and students created and presented multi-media projects in the data projection room. Eight graders participated in the Mars City Alpha projection by designing and constructing a Mars habitat for 25 researchers.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Faith's commitment to technology was evident in its staff development, with courses in Power Point and PC's to accomadate the new PC platform. Students and teachers were trained in the DoDEA Writing Assessment, and lesson plans reflected an increased emphasis in writing across the currirulum.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The establishment of a 30 multimedia computer lab equipped with direct internet access via the Post Gateway promotes teacher/student research and project development. Local Internet wiring ensures efficient technology communication. Labs were created for data projection, Discourse, multimedia, drill and practice, and word processing.

Average Ratings of SHIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.2	4.2
Co-Supporters	3.7	4.0	3.8
Co-Learners	3.4	3.6	3.4
Co-Teachers	3.2	3.9	3.8
Co-Advisors	3.7	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

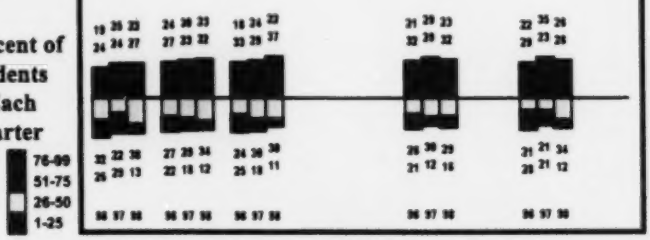
Volunteerism increased from 43% in 1996-97 to 53% in 1997-98. Participation now extends to all tiers from parent conferences and interactive newsletters to co-decision making as evidenced by the Parent /Teacher Pilot Writing Assessment Project and dress code committee. Addition of PTO parent outreach chairperson resulted in school tours for community leaders.

Standardized Test Results

Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	50.6	53.7	55.8	55.3	53.9
District	50.6	53.7	55.8	55.3	53.9
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	222	221	223	222	220

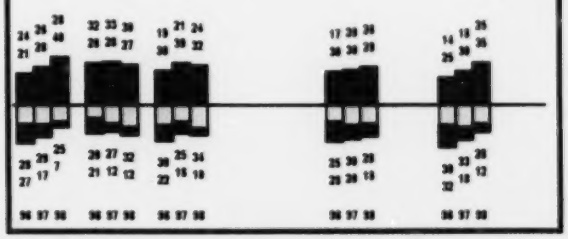
Percent of Students in Each Quarter



76-99 51-75 26-50 1-25

Grade 7

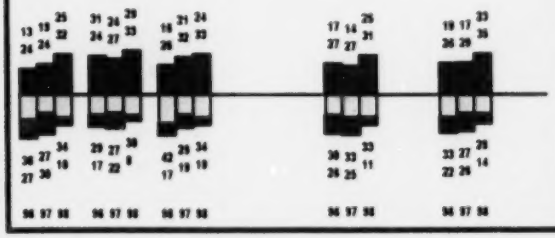
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	61.8	57.3	54.7	54.5	57.8
District	61.8	57.3	54.7	54.5	57.8
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	216	215	214	215	213



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	54.8	57.3	57.3	54.1	57.3
District	54.8	57.3	57.3	54.1	57.3
DDESS	62.8	64.5	61.2	60.9	62.2
Nation	50	50	50	50	50
# Students	186	186	188	186	185

Percent of Students in Each Quarter



76-99 51-75 26-50 1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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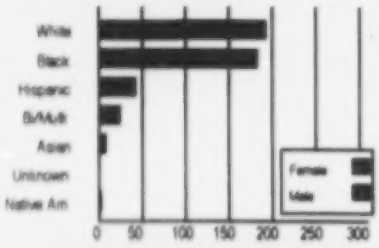
FoCEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scorable
8	98	184	Not Met	32.1%	39.1%	22.3%	6.5%	0%

Fort Benning, GA

Department of Defense Education Activity
Frank R. Loyd Elementary School (PK-5)
1997/98 School Profile
Debra Mabry, Principal

School Characteristics

Student Enrollment - 416



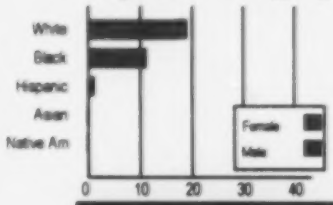
Grade	
PreK	61
K	88
1	72
2	58
3	49
4	43
5	45
Total	416

Sponsor Affiliation	
Marine	<5%
Army	100%
Navy	<5%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	<5%
Non-US Civilians	<5%

Teacher Experience	
New	0
1-3	1
4-6	0
7-10	1
> 10	28

Mobility Rate
44% Per Year

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	18
Special Education	4
Other Professionals	8

Teacher Education	
BA/BS	30 %
MA/MS	70 %
Doctorate	0 %

Special Programs			
PK-12	Special Education	40	10%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

Parent involvement has been a major focus at Loyd this school year. Our goal is to invite parent participation in our school on a regular on-going basis. Loyd's School Home Partnership expanded to include the Parent Involvement Program (PIE). PIE was implemented on a monthly basis. The teacher explains to the students and parents what will be learned during the session, which involves a twenty to thirty minute lesson activity in any subject area. Parents see, hear, and actively participate in the work of the day with their child. Student responses and emotions are extremely positive with parent participation.

Loyd's school-wide technology program, Essential Computer Skills, for students in grades PreK-5, provides computer training and assessment of skill development based on the DoDEA Technology Standards. This program is naturally integrated into our general curriculum and includes three components: Basic Operations, Use of Programs, and Computer/Technology Awareness.

As the Loyd faculty and staff continue to "Create Excellence for Tomorrow's World," we will emphasize high expectations for our students as we prepare them for the 21st century.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Student evaluations were developed using the DoDEA Technology standards. Results are placed in students' permanent folders. A 4th grade portfolio was initiated. E-mail projects linking students to Japan began mid-year. Our 5th graders operated an in-house TV station. Student proficiency expanded through a PC lab, MAC lab, Discourse lab & classroom computers.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Loyd teachers received training in FOSS (Full Option Science System) methods, and used FOSS kits in K-5 science instruction. Observation and lesson plans indicated more hands-on experiences for students. Teachers also utilized Windows on Science CD roms to enhance textbook instruction.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

All Loyd staff participated in site-based technology training designed to increase teacher and student proficiency with PC's. Teachers attended systemwide inservice in the DoDEA Writing Assessment and Performance-Based Instruction and Assessment. Lesson plans reflected an increased emphasis on writing in the upper grades.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Using the DoDEA technology guidelines, a needs-assessment was completed and an in-service schedule developed. Training began last summer, and "Technology Tuesdays" continued during the school year. Staff development credit was offered and an assessment was done in the spring. Administrative computers were changed from MAC to PC.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.3	4.2	4.2
Co-Supporters	3.1	4.0	3.8
Co-Learners	2.4	3.6	3.4
Co-Teachers	3.3	3.9	3.8
Co-Advisors	2.9	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Emphasis was placed on parent involvement and coordinated through a monthly newsletter (flyer & online), Lunch & Learn, a spring survey, a parent volunteer program for all classrooms, fundraising activities, and Parents Involved in Education (PIE) program where parents are invited to visit and actively participate in their child's classroom on a monthly basis.

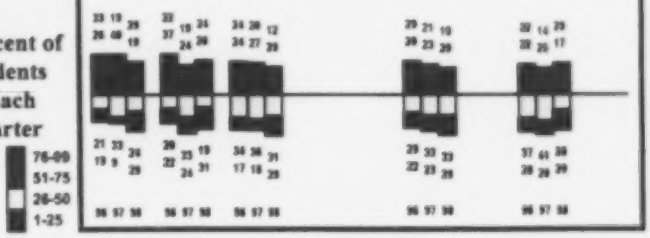
Standardized Test Results

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	44.5	50.3	46.3	43.5	48
District	55	59.1	47.6	60	60.3
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	42	42	42	42	42

Percent of Students in Each Quarter



Grade 4

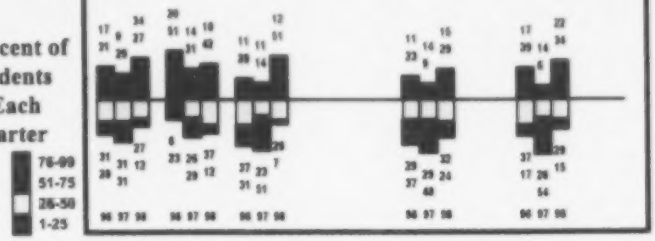
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	49.5	41.5	52	42.5	53
	60	53.7	55.1	45.9	54
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	38	38	38	38	38

Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	62.7	48.5	56	46.8	53
District	62.5	58	63.1	47.9	58.3
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	41	41	41	41	41

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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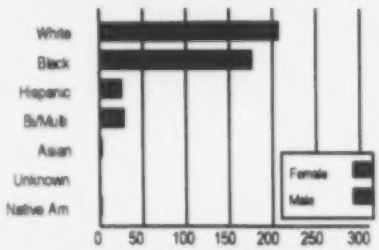
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** 75% => Proficient	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	98	38	Met	15.8%	76.3%	7.9%	0%	0%

Fort Benning, GA

Department of Defense Education Activity
Morris R. McBride Elementary School (PK-3)
1997/98 School Profile
Delbert L. Hicks, Principal

School Characteristics

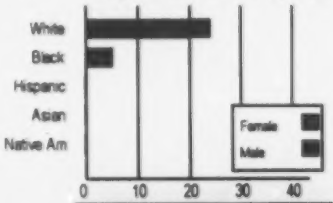
Student Enrollment - 430



Grade	
PreK	80
K	115
1	78
2	90
3	67
Total	430

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	18
Special Education	1
Other Professionals	9

Special Programs

Grade Offered		Number	Percent
PK-12	Special Education	35	8%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	27

Mobility Rate
48% Per Year

Teacher Education

Degree	Teachers
BA/BS	7 %
MA/MS	93 %
Doctorate	0 %

Principal's Highlights

Morris R. McBride Elementary School educates Pre-K through 3rd grade students. The students are taught and encouraged to explore in groups as well as individually in order that they become critical evaluators of information pertinent to their learning needs.

Students author creative stories, reports, newspaper articles, autobiographies, recipes, and math story problems to share with classmates and students at other grade levels. They strive to be producers and consumers of knowledge. Training is ongoing allowing the staff to keep abreast of new technology that will facilitate students' education.

A major emphasis was placed on Benchmark 8.1, Parental Participation. Recruitment was accomplished through surveys, volunteer enlistment handbooks, Lunch n' Learn seminars, and "Parents Make a Difference" pamphlets.

The total staff accepts the responsibility of teaching all students by promoting an attitude of "I can and I will do my very best." Parents are always welcome to come to McBride School to visit the classrooms and student learning centers.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

With the addition of the new PC and Discourse labs, Pre-K through 3rd grade students broadened their knowledge and use of technology during the year as indicated in the lab usage logs. Keyboarding skills were emphasized in the labs and classrooms. Students demonstrated their technological proficiency by writing and publishing individual work.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

McBride 1st-3rd grade students were scheduled into the Science Center during the 1997-98 school year. Students performed experiments and learned about science through the use of FOSS kits. Students also created science projects for the school science fair. Math problem-solving activities were broadcast on closed circuit emphasizing the need to read and compute carefully.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

McBride teachers attended site-based training in Connections I, training designed to increase thematic, interdisciplinary instruction with the use of technology. Teachers integrated assessment ideas from system level courseware in Performance-Based Instruction and Assessment into their lesson plans.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

"Connections" in-service training was conducted throughout the school year with 100% participation of the teaching staff. Training focused on the use of the new PC and Discourse labs, use of software and hardware, and the writing process. Teachers gained confidence in their technology skills, and the direct result was a willingness to try more multimedia projects with their students.

Average Ratings of SIIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.2	4.2
Co-Supporters	3.5	4.0	3.8
Co-Learners	3.4	3.6	3.4
Co-Teachers	3.6	3.9	3.8
Co-Advisors	3.4	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents and educators worked together to promote student achievement through joint activities: Lunch n' Learn, Fall Festival, Science Fair, and the Book It Program. Planning and implementing curricular and extra-curricular activities included concerts, Accelerated Reader, and after-school clubs. Volunteer hours increased this school year.

Standardized Test Results

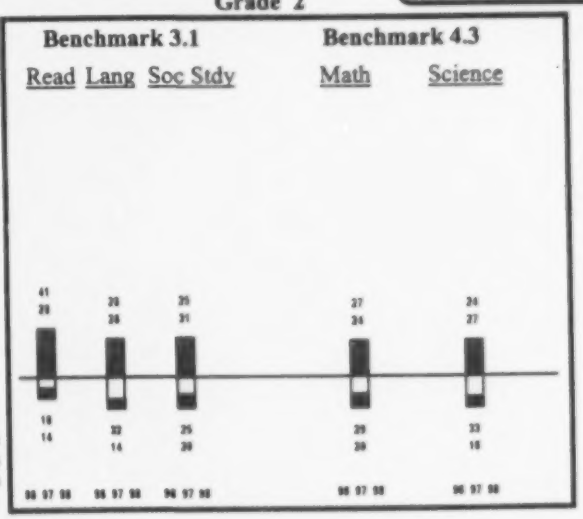
Grade 2

1998 Median Percentiles for: **School** **District** **DDESS** **Nation**

 # Students

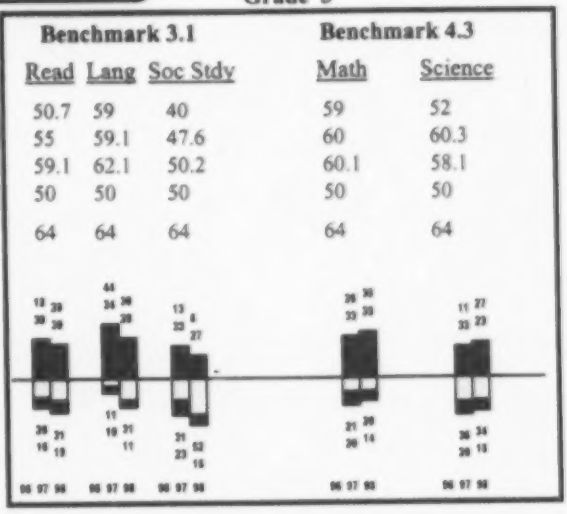
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 3

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science
50.7	59	40	59	52
55	59.1	47.6	60	60.3
59.1	62.1	50.2	60.1	58.1
50	50	50	50	50
64	64	64	64	64



1998 Median Percentiles for: **School** **District** **DDESS** **Nation**

 # Students

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

Benchmark 3.1 **Benchmark 4.3**

Read Lang Soc Stdy Math Science

NOT APPLICABLE

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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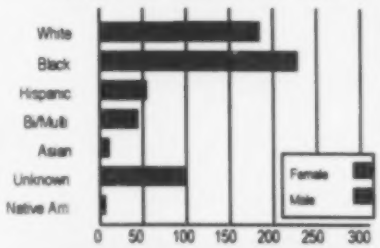
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Approaches	Novice/ Undeveloped	Not Scoreable

Fort Benning, GA

Department of Defense Education Activity
Freddie Stowers Elementary School (PK-5)
1997/98 School Profile
Glenn Hughes, Principal

School Characteristics

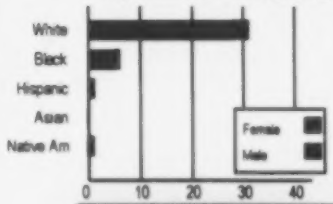
Student Enrollment - 619



Grade	
PreK	91
K	92
1	81
2	97
3	81
4	87
5	90
Total	619

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	5
Other Professionals	6

Special Programs			
Grade Offered	Program		
PK-12	Special Education	109	18%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	0
1-3	1
4-6	2
7-10	4
> 10	22

Mobility Rate
35% Per Year

Teacher Education Degree	Teachers
BA/BS	33 %
MA/MS	67 %
Doctorate	0 %

Principal's Highlights

Heroism is alive and well at Freddie Stowers Elementary School. The school was named in honor of the first black Medal of Honor recipient in our nation's history. CPL Stowers' life has served as a role model for Stowers' students.

The 1997-1998 school year has brought about many staff development opportunities with the addition of the PC Computer Lab and the Discourse Computer Lab. Both advanced computer labs have added a new technological dimension to the learning opportunities for students, teachers and parents. Both labs provide opportunities for the students to become proficient writers and mathematicians, as well as to increase their keyboarding skills.

Volunteerism is an everyday occurrence at Stowers. The addition of the Parent Resource Room created a comfortable work place for the parents to assist teachers and network with each other. The Very Involved Parent (VIP) program continues to flourish with an increase of participation. Stowers' parents continue to be recognized in the community for their superior volunteer service to the school and tri-city community.

At Stowers we provide our children with opportunities to fully develop to their highest potential. America needs heroes. At Stowers, we have heroes in the making.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Technology classes utilizing application skills such as word processing and electronic portfolios were maintained in grades K-5 in a newly created PC lab. Technological responsibilities, including ethics, on-line etiquette, and Internet consumer awareness were introduced to grades 3-5. Cross curricular and multi-grade usage of the new Discourse Learning Lab were introduced this year.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Stowers teachers used FOSS kits, starlab, and classroom experiments to make science come alive for students. Teachers attended FOSS training and lesson plans across all grade levels reflected a more interactive approach to science. Fifth grade students re-created the rainforest in their classroom as part of their year-long environmental emphasis.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Stowers teachers and staff were involved in site-based technology training throughout the 1997-98 school year. Use of the PC and the Discourse Lab increased significantly from September through May. Teachers also participated in systemwide coursework in the DoDEA Writing Assessment and Performance-Based Assessment and Instruction.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Discourse Learning and PC Labs with LAN/WAN were installed and are operational. The Stowers staff received extensive training on the operation of the PC computer, software and the Discourse Learning Lab. Many individual staff members logged over 50 hours of training on the new PC and Discourse systems.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.1**	**4.2**	**4.2**
Co-Supporters	**4.4**	**4.0**	**3.8**
Co-Learners	**3.6**	**3.6**	**3.4**
Co-Teachers	**4.1**	**3.9**	**3.8**
Co-Advisors	**3.8**	**3.5**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parents were kept informed weekly of important information via a two-way communication envelope which was dispensed each Tuesday. Parents were encouraged to respond/inquire/communicate utilizing this envelope specifically designed for this purpose. The parent advisory committee that was initiated this year has helped to disseminate information to the parent community.

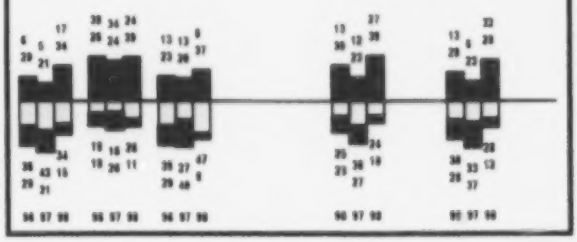
Standardized Test Results

Grade 3

1998 Median Percentiles for:

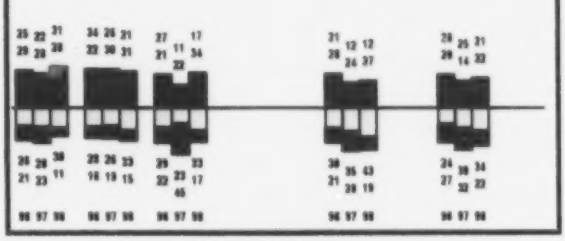
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	50.8	57.3	48	62.7	57.8
District	55	59.1	47.6	60	60.3
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	82	82	85	82	85

Percent of Students in Each Quarter



Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	55.5	51.5	51	44.8	46.7
	60	53.7	55.1	45.9	54
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	86	86	85	86	85

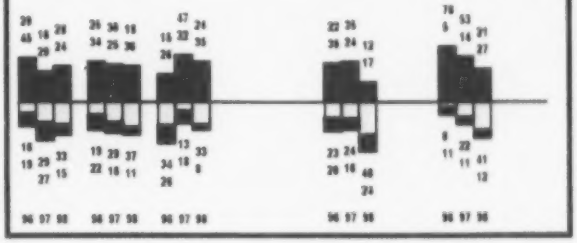


Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	53	52.3	57.8	39	49.8
District	62.5	58	63.1	47.9	58.3
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	86	86	86	85	86

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Freddie Stowers E S
7791 Stowers Drive
Fort Benning, GA 31905

DSN Phone: 835-2312
Fax Number: (706) 544-2349
Commercial Phone:
(706) 544-2312

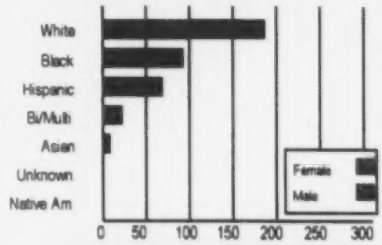
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	87	Met	4.6%	89.7%	5.7%	0%	0%

Fort Benning, GA

Department of Defense Education Activity
Edward A. White Elementary School (PK-5)
1997/98 School Profile
Judy Archer, Principal

School Characteristics

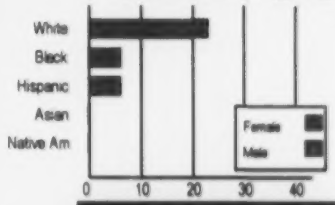
Student Enrollment - 379



Grade	
PreK	39
K	51
1	47
2	35
3	36
4	88
5	83
Total	379

Sponsor Affiliation	
Marine	<.5%
Army	85%
Navy	3%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	10%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	18
Special Education	1
Other Professionals	2

Special Programs			
Grade Offered			
PK-12	Special Education	29	8%
K-8	TAG	N/A	N/A
K-12	ESL	75	20%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	2
1-3	2
4-6	1
7-10	3
> 10	16

Mobility Rate
69% Per Year

Teacher Education	
BA/BS	14 %
MA/MS	82 %
Doctorate	4 %

Principal's Highlights

E A White Elementary School serves students in grades Pre-K through fifth. Approximately 20% of our students and parent population have a primary language other than English. Students representing 26 nationalities attend this magnet school including families attending the School of Americas and European Liaison Officers, and enrich our learning community with their cultural contributions. Our parent volunteers invigorate the curriculum with an observable influence across all of our strategic plan goals. This partnership continues to enhance student success academically, emotionally, and socially. Our international parent participation enhances our instructional programs in technology, reading, and writing across the curriculum. The position of Parent Volunteer Coordinator continued to contribute to the 4,000 + volunteer hours donated. The partnership between the school and community was enhanced by a technology focus on Accelerated Reader, Wiggle Works, and interactive CD Roms purchased for the school classrooms and new PC Lab by the PTO.

Technology goals were made collaboratively with parents and teachers selecting software and library books to be purchased. This partnership enhances student learning and supports our positive school climate and community partnership.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Fourth grade students are working on Power Point presentations to add to their electronic portfolios based on integration of the curriculum areas of science and social studies. Multimedia research has also been a focal point in grades 3-5 to include identifying web sites. Weekly Reader is a favorite instructional site to visit. PTO funds provided $1500 for Primary Level II Wiggle Works Program.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Teachers at White attended training in the FOSS system, and integrated the lessons throughout the year with test and technology applications. Windows on Science was used by many teachers, and students utilized the internet on a regular basis to conduct research in science increased during the 1997-98 year.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Teachers at White attended systemwide training in the DoDEA Writing Assessment and Performance-Based Instruction and Assessment. Ten teachers received technology training through the Columbus State University Technology Center. Student writing samples and lesson plans indicated an increased emphasis on writing across the curriculum.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Through increased fund raising efforts our Accelerated Reader Program was enhanced by additional purchases of books and software totaling over $2,000. Two new labs were added this year to include an IBM PC Lab and a Discourse Lab. The position of Educational Technologist was established, training staff in the changeover from Macintosh to IBM PC as the major goal accomplished.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.6**	**4.2**	**4.2**
Co-Supporters	**4.6**	**4.0**	**3.8**
Co-Learners	**4.4**	**3.6**	**3.4**
Co-Teachers	**4.4**	**3.9**	**3.8**
Co-Advisors	**3.7**	**3.5**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

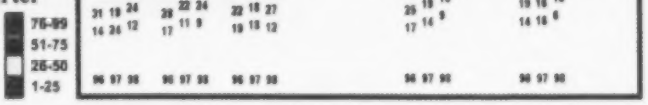
A multi-tiered approach to school-home partnership emphasized supporting student achievement. "Toast and Topics" programs encourage co-learning in areas such as helping children learn to be responsible citizens at home and at school, science fair multi-media projects, and interpretation of the Terra Nova Assessment. PTO earned four times more money this year than last school year.

Standardized Test Results

Grade 3

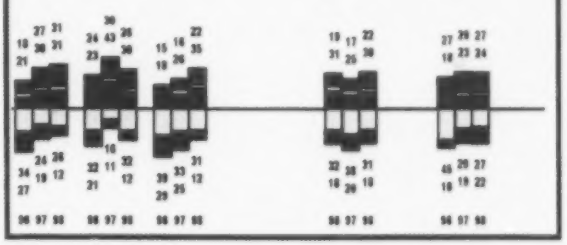
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	63	68.5	59.5	67	82.7
District	55	59.1	47.6	60	60.3
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	34	34	34	34	34

Percent of Students in Each Quarter



Grade 4

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	58.8	55.3	54.7	53	52
	60	53.7	55.1	45.9	54
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	74	74	74	74	74



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	61.3	63	63.3	52	62.3
District	62.5	58	63.1	47.9	58.3
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	67	67	67	67	67

Percent of Students in Each Quarter

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Commercial Phone:
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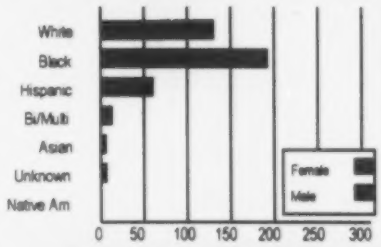
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	67	Met	17.9%	73.1%	7.5%	1.5%	0%

Fort Benning, GA

Department of Defense Education Activity
Richard G. Wilson Elementary School (PK-5)
1997/98 School Profile
Phyllis L. Parker, Principal

School Characteristics

Student Enrollment - 399



Grade	
PreK	31
K	51
1	61
2	63
3	66
4	60
5	67
Total	399

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs

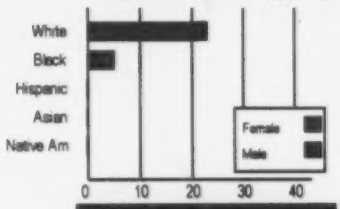
Grade Offered	Program		
PK-12	Special Education	78	20%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	3
4-6	0
7-10	2
> 10	22

Mobility Rate
59% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	2
Other Professionals	6

Teacher Education

Degree	Teachers
BA/BS	36 %
MA/MS	60 %
Doctorate	4 %

Principal's Highlights

In keeping with our motto, "Developing Minds . . . Reaching Possibilities," students at Wilson School continued to be challenged to excel in all areas of the curriculum. Many opportunities were provided to enrich learning. Hands-on, motivating, practical activities in all grade levels, PreK-5, allowed students to apply subject skills to everyday lives. Technology (3.10) (10.8) was a standard tool used in all subject areas.

With technology as a major emphasis, Wilson School hosted the Butterfly Project, a worldwide Internet project focusing on community action as well as research and communication skills.

The staff continued to receive site-based as well as system-wide training in the areas of reading and language arts (3.1,4,7), writing proficiency (3.3), and technology (3.10).

As in the past, the School Home Community Partnership (8.1) continued to grow. Activities included publication of a parent/ student/staff cookbook, technology training for parents, and medical interns from the civilian hospital serving as guest readers.

Excellence in Education at Wilson School!

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

With the introduction of a PC lab, students at all grade levels have become proficient with a variety of software. All fourth grade students have prepared PowerPoint presentations incorporating text and graphics. Students in all grade levels use word processing for selected journal assignments. Students (grades 1-5) reinforce word processing skills in the Discourse lab.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Wilson teachers participated in training for and used FOSS kits to provide hands-on activities for students. 1st graders used the Galaxy Science program while 2nd graders took part in an interdisciplinary Internet project with students from Yap, exploring topics such as waste and weather. Lesson plans and observations indicated increases in integrated science, math, and technology.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

73% of Wilson teachers participated in Incorporating Technology into the Classroom on site. Of those involved, 81% demonstrated proficiency at incorporating technology into curriculum after training as evidenced by lesson plans and obersvations. In addition, follow-up meetings with the educational technologist helped teachers extend concepts presented in training.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers receive staff development credit through formal training sessions held in the school's PC lab. Additional informal training is conducted throughout the year. Technology-based activities are incorporated into the curriculum in all subject areas. Emphasis is placed on Internet resources and multi-media production. Report cards and lesson plans are maintained electronically.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.5	4.2	4.2
Co-Supporters	4.5	4.0	3.8
Co-Learners	3.7	3.6	3.4
Co-Teachers	4.2	3.9	3.8
Co-Advisors	3.7	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Troy State University offers scholarships to Fort Benning teachers in exchange for utilizing computer facilities at Wilson School, and medical interns from the local civilian hospital serve as guest readers. PTO fundraisers included a Wilson School cookbook and community fall festival. An on-going community action project links curriculum studies to beautification efforts in the community.

Standardized Test Results

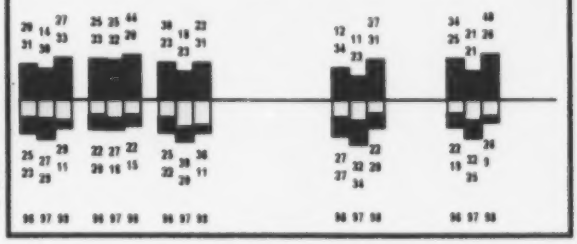
Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	61.5	65	54	58.3	64.3
District	55	59.1	47.6	60	60.3
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	55	55	55	55	55

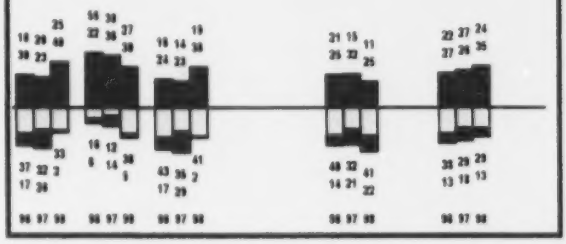
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	65.3	62	58	42	55.6
	60	53.7	55.1	45.9	54
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	63	63	63	63	63



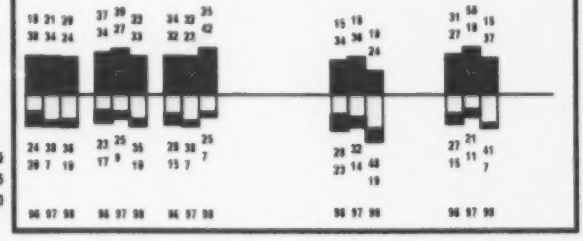
Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	53.5	55.5	58	44	54.2
District	62.5	58	63.1	47.9	58.3
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	58	58	59	59	59

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Richard G. Wilson E S
120 LaVoie Ave.
Fort Benning, GA 31905

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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** 75% => Proficient	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	98	57	Met	10.5%	86%	3.5%	0%	0%

SECTION G

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

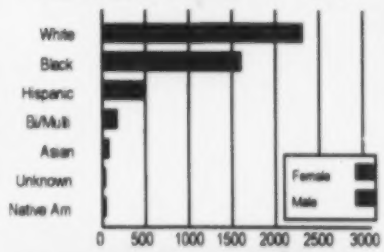
FORT BRAGG DISTRICT
1997-1998

BEST COPY AVAILABLE

Department of Defense Education Activity
Fort Bragg Dependents Schools (PK-9)
1997/98 District Profile
C. T. Hager, Superintendent

District Characteristics

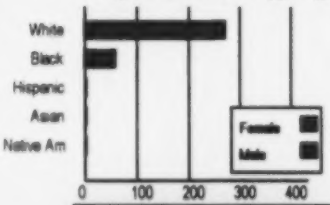
Student Enrollment - 4,576



Grade	
PreK	428
K	648
1	569
2	524
3	491
4	453
5	384
6	359
7	299
8	249
9	172
Total	4576

Sponsor Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	9%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	428	9%
K-8	TAG	233	5%
K-12	ESL	33	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teacher
New	13
1-3	36
4-6	35
7-10	40
> 10	179

Mobility Rate
39% Per Year

School Staff

Category	FTE
Administrators	14.5
Classroom Teachers	257
Special Education	31
Other Professionals	35

Teacher Education

Degree	Teacher
BA/BS	55 %
MA/MS	45 %
Doctorate	0 %

Superintendent's Highlights

There are 9 schools in the Fort Bragg School District, to include 7 elementary schools with grades PK-4, 1 middle school with grades 5-6, and 1 junior high school with grades 7-9.

On Earth Day, a host of parents, students, staff, Fort Bragg Installation representatives, and representatives from the Fayetteville community, celebrated the dedication of the Fort Bragg Nature Trail. The Nature Trail project was a cooperative effort of the Fort Bragg Schools and the military community.

Devers Elementary School was selected to participate in the Presidential Technology Initiative Project. Teachers from 3 schools participated in the Teaching Integrated Mathematics and Science with Technology Project sponsored by NASA and Fayetteville State University. In both projects teachers have focused on integrating technology into the various curriculum areas through the use of the computer and the internet.

The district developed a video describing our universal preschool program for 4 year old children, and distributed the video to parents of children in the preschool program.

District level staff and parents were involved in SHP key communicator training. The Governor selected the Ft. Bragg Schools' Volunteer Program as a 1998 Exemplary Program during the annual N. C. Volunteerism Summit.

Dr. C. T. Hager began as Superintendent July, 1998.

DoDEA Strategic Plan/ School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The addition of seven Educational Technologists in the schools has significantly increased the integration of technology into all areas of the curriculum. Through the use of additional writing labs students have greater access to word processing and multimedia programs. Proficiency guidelines have been established for word processing at the fourth grade level.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Assessment/curriculum resources were distributed at TerraNova training in all schools. Other resources and NAEP information were disseminated to schools through system-wide Math & Science Committees. Math Curriculum revision draft and Science Resource Activities were developed. TIMS/T participants attended training and shared project information.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional development opportunities were provided for staff in several forms to include district level, regional, state, and national staff development activities, as well as DODEA sponsored professional development activities. The majority of the local staff development activities were related to technology. In addition, several activities were linked to assessment.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

New hardware and software has been purchased and installed at all school sites and the central office enabling the Fort Bragg Schools to implement Winschool during the 1998-1999 school year. Comprehensive networking designs have been finalized and are waiting funding. All media centers are in the process of moving to new media automation platforms.

Average Ratings of SHP Progress		
Tier	**District**	**DDESS**
Co-Communicators	4.3	4.2
Co-Supporters	3.9	3.8
Co-Learners	3.4	3.4
Co-Teachers	3.9	3.8
Co-Advisors	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

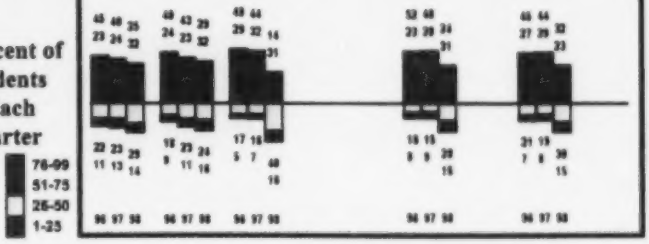
Thirty-four school and district key communicators received initial SHP training. Follow-up information and training were provided throughout the year. SHP strategies were communicated to the Fort Bragg community. Various activities included the five tiers of benchmarks 8.1. There was positive feedback from parents, community, and staff.

Standardized Test Results

Grade 3

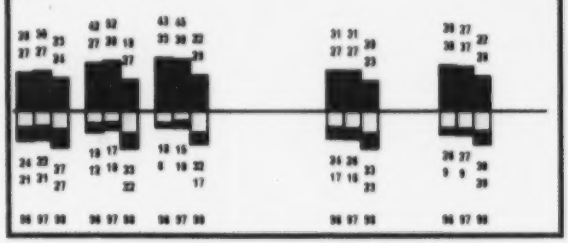
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	57.4	59.2	48.3	56.5	56.2
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	456	456	453	457	453

Percent of Students in Each Quarter



Grade 5

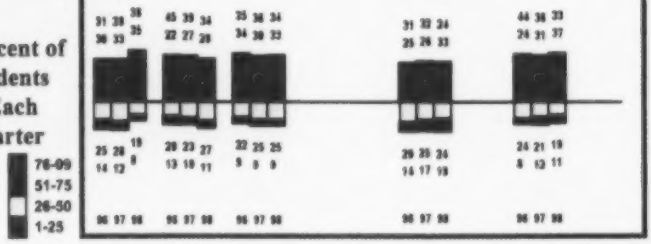
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	46.6	44.9	51.9	46.1	50.8
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	360	360	357	360	357



Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	66.4	61	63.6	56.1	62.4
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	281	281	280	280	283

Percent of Students in Each Quarter



SAT Results				
		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Ft. Bragg Dependents Schools
P. O. Box 70089
Ft. Bragg, NC 28307-0089

DSN Phone: 236-0011
Fax Number: (910) 436-3960
Commercial Phone:
(910) 436-5410

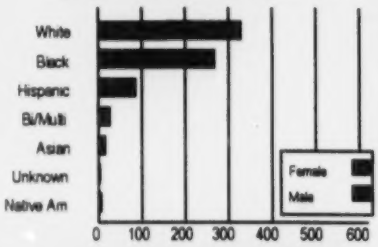
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Bragg, NC

Department of Defense Education Activity
Albritton Junior High School (7-9)
1997/98 School Profile
Janet Colvin, Principal

School Characteristics

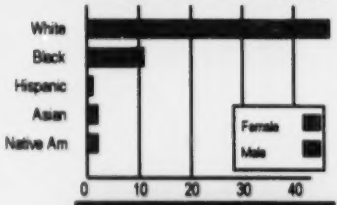
Student Enrollment - 720



Grade	
7	299
8	249
9	172
Total	720

Sponsor Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	9%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	FTE
Administrators	3
Classroom Teachers	48
Special Education	6
Other Professionals	4

Special Programs			
Grade Offered	Program		
PK-12	Special Education	67	9%
K-8	TAG	52	9%
K-12	ESL	6	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	4
1-3	4
4-6	8
7-10	7
> 10	32

Mobility Rate
29% Per Year

Teacher Education	
Degree	Teachers
BA/BS	41 %
MA/MS	59 %
Doctorate	0 %

Principal's Highlights

Technology continues to be a strong focus at Albritton Jr. High School. Our Educational Technologist has provided staff development in North Carolina's required Computer Proficiency Levels for teachers. Many of the staff have completed Proficiency Levels I, II, and III, Hyperstudio, and Powerpoint staff development activities. An additional internet connection has been added to the media center, thus enhancing student/staff research and presentation.

Volunteer hours have tripled over the past year. This effort is in part due to the strong commitment of the Parent-Teacher Association to be actively involved in all aspects of the instructional program.

Albritton continues to maintain strong ties with the community through partnerships with Womack Army Medical Center and the 18th Field Artillery. The students continue to give back to the community through their service at Fisher House and as Red Cross Volunteers. New partnerships with Throckmorton Library and the 82nd Band are additional examples of how the Fort Bragg Community supports education.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The Computer Competency Curriculum has gone from planning, development, and implementation in all 7th grade Exploratory classes. Computers are accessible to students who participate in the After School Learning Center. Students with appropriate permission can utilize the Internet, Hyperstudio, and Powerpoint to enhance their research projects.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Manipulative inventories were increased significantly at all grade levels and students were engaged in various math/science hands-on activities. Cooperative learning activities in math/science have resulted in increased participation. Science tables have been purchased to improve science instruction.

Goal 7: Teacher Education and Professional Development

Benchmark.7.1: Provide professional development structure for educators.

Staff development has been provided in the areas of the Accelerated Reader Program, Conversational Spanish, Cooperative Learning, and Technology Proficiency Levels I, II, and III. The faculty viewed Dr. Willard Daggett's videotapes on "Preparing Students for a Technology Information Based Society.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Site license for Microsoft Office and Hyperstudio have been purchased, installed, and utilized by staff. Teachers reviewed grading software and made a recommendation for a uniform program. The electrical upgrade is nearing finish and the Local Area Network Project is with the architect. Staff development for the new attendance/scheduling program is planned.

Average Ratings of SIP Progress			
Tier	School	District	DDESS
Co-Communicators	3.9	4.3	4.2
Co-Supporters	3.3	3.9	3.8
Co-Learners	2.8	3.4	3.4
Co-Teachers	3.2	3.9	3.8
Co-Advisors	3.2	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

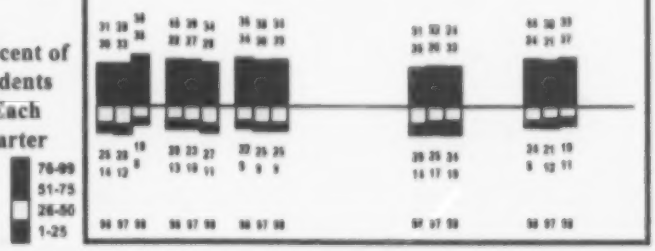
Various means of communication between home/school have been implemented through School Biz, PTA page on the school's Website, The Bulldog Newsletter, and special event fliers. Parents participated in Curriculum Night, American Education Week, Read-In, Career Day, and Book Fairs.

Standardized Test Results

Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	66.4	61	63.6	56.1	62.4
District	66.4	61	63.6	56.1	62.4
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	281	281	280	280	283

Percent of Students in Each Quarter



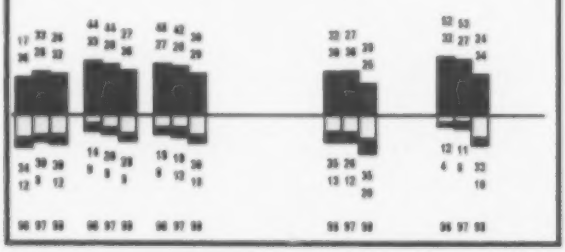
76-99 51-75 26-50 1-25

96 97 98 96 97 98 96 97 98 97 97 98 98 97 98

Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	56.6	58.5	56.3	45.6	56.3
District	56.6	58.5	56.3	45.6	56.3
DDESS	62.8	64.5	61.2	60.9	62.2
Nation	50	50	50	50	50
# Students	225	225	214	225	223

Percent of Students in Each Quarter



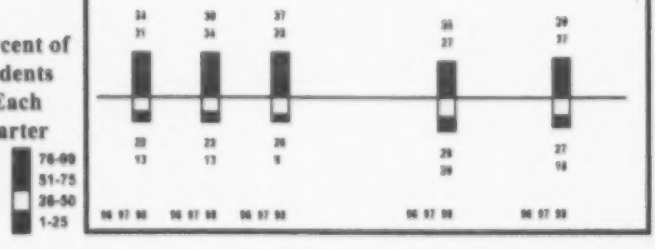
76-99 51-75 26-50 1-25

96 97 98 96 97 98 96 97 98 95 97 98 96 97 98

Grade 9

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	64.5	61.5	65.8	52.2	54.3
District	64.5	61.5	65.8	52.2	54.3
DDESS	66.5	63	61.3	56.4	59.1
Nation	50	50	50	50	50
# Students	150	150	142	150	147

Percent of Students in Each Quarter



76-99 51-75 26-50 1-25

96 97 98 96 97 98 96 97 98 96 97 98 96 97 98

SAT Results		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Albritton J H S
P.O.Box 70089
Fort Bragg, NC 28307-0089

DSN Phone:
Fax Number: (910) 436-2139
Commercial Phone:
(910) 436-0025

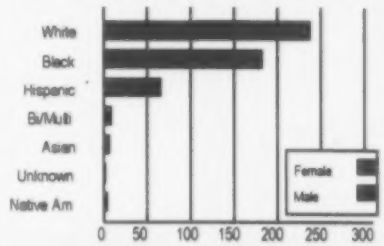
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Bragg, NC

Department of Defense Education Activity
Bowley Elementary School (PK-4)
1997/98 School Profile
Mary Brigham, Principal

School Characteristics

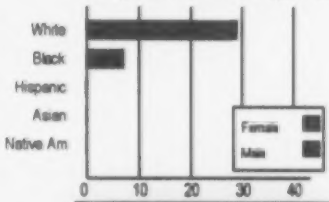
Student Enrollment - 481



Grade	
PreK	57
K	118
1	84
2	72
3	76
4	74
Total	481

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	26
Special Education	4
Other Professionals	5

Special Programs			
Grade Offered	Program		
PK-12	Special Education	40	8%
K-8	TAG	15	3%
K-12	ESL	21	4%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	6
4-6	0
7-10	3
> 10	23

Mobility Rate
43% Per Year

Teacher Education	
Degree	Teachers
BA/BS	36 %
MA/MS	64 %
Doctorate	0 %

Principal's Highlights

Bowley School made great progress in school-home partnerships, technology, science, and mathematics during the 97-98 school year. Parents increased their involvement through participation on curriculum committees. Letters to parents promoted two-way communication.

Staff members worked diligently to increase their technology competence, with most staff members successfully completing 40 hours of technology inservice. At fourth grade level, introduction of the Accelerated Reader Program resulted in students selecting a healthier "diet" of reading material.

Science committee members organized new equipment in a science lab. Staff members experimented with the new equipment to determine ways to use it to enhance their grade level's science instruction. The science lab became a very popular location for hands-on lessons!

Teachers used the draft "Math Mastery Checklist" to guide them in planning appropriate math instruction. They also shared the checklist with the parents at the beginning of the year to help them understand grade level expectations.

Bowley's stakeholders agreed that this year's efforts led by the School Improvement Team made a great school even better! We look forward to the challenges of 98-99!

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students made significant gains in reading and math using Computer Curriculum Corporation's updated version of SuccessMaker. The educational technologist trained a cadre of students to assist with technology troubleshooting. Keyboarding pre and post tests were administered at fourth grade.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Staff members shared a draft of the "Math Mastery Checklist" with stakeholders. During 1998-99, the checklist will become an official element of our math program. Science materials were procured and organized in a science lab, which teachers used to host presentations conducted by community resource speakers.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Addition of an educational technologist to the staff helped to facilitate technology training. The majority of staff completed three levels of Educator Technology Training Skills. In the spring, staff members completed a 10-hour course on technology and multiple intelligences. Fifteen staff members participated in 23 conferences and workshops outside the school district.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Bowley upgraded its 30-station computer assisted instruction lab to meet the varied math and reading levels of its students. Accelerated Reader and Standardized Test for Assessment of Reading programs helped excite fourth graders about reading. Bowley students used the technology/writing lab more frequently during 1997-98.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.3	4.3	4.2
Co-Supporters	4.1	3.9	3.8
Co-Learners	3.5	3.4	3.4
Co-Teachers	3.8	3.9	3.8
Co-Advisors	3.7	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

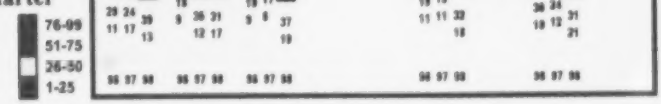
Parents became active members of Bowley's curriculum committees this year. An additional parent became a member of the School Improvement Team. Staff members revised communications to facilitate two-way communication with parents. Parents trained to assist with technology helped in classrooms and the lab. Volunteer hours totaled 8, 978 at the end of April, 1998.

Standardized Test Results

Grade 3

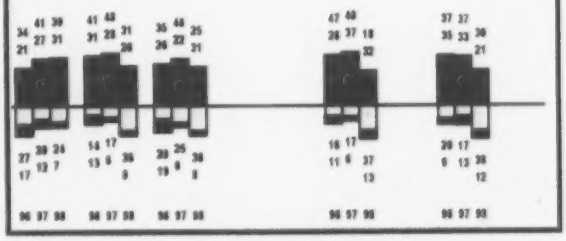
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	46	51	47	48	49.5
District	57.4	59.2	48.3	56.5	56.2
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	71	71	68	71	68

Percent of Students in Each Quarter



Grade 4

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	66	55	53	48	51.3
District	65	58.9	61.8	57.4	62.3
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	62	62	61	62	61



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

NOT APPLICABLE

Percent of Students in Each Quarter

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Commercial Phone:
(910) 436-4666

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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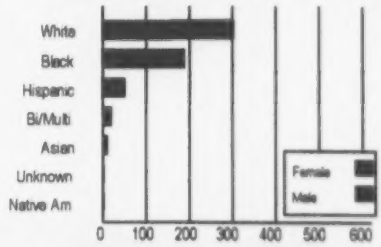
Fort Bragg, NC

Department of Defense Education Activity
Butner Elementary School (PK-4)
1997/98 School Profile
Alice Blomme, Principal

School Characteristics

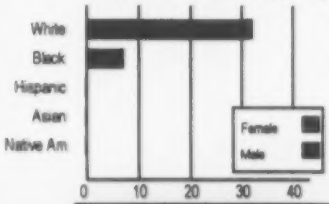
Student Enrollment - 542



Grade	
PreK	85
K	119
1	115
2	91
3	76
4	56
Total	542

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	30
Special Education	3
Other Professionals	4

Special Programs

Grade Offered	Program		
PK-12	Special Education	59	11%
K-8	TAG	20	4%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	3
7-10	7
> 10	22

Mobility Rate
52% Per Year

Teacher Education

Degree	Teachers
BA/BS	67 %
MA/MS	33 %
Doctorate	0 %

Principal's Highlights

The Butner staff has worked hard on our School Improvement Plan for 1997-98 and we are pleased with the progress that has been made. The Writing Lab is up and running; the Accelerated Reader and STAR programs are helping our students improve their reading skills; teachers have experienced personal and professional growth through staff development activities; the Fort Bragg Nature Trail was developed and dedicated; and parents have joined us for workshops on topics of interest to them. We are certainly appreciative of the support of our staff and parents in accomplishing these many tasks.

The Nature Trail is an exciting addition for Fort Bragg. It will be used by all schools and the entire community. An activity guide for the Nature Trail will be developed this summer. The guide will provide activitieis for all grade levels and will enhance classroom use of the Trail.

The addition of an Educational Technologist has been of immeasurable help to Butner School. Because of his expertise the Writing Lab became a useful tool for classes in all grades. He was able to get all computers up and running and provide instruction for their use to all classes in grades two through four.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Our Computer Writing Lab was successfully upgraded and maintained by the new Educational Technologist. The STAR and Accelerated Reader Program was implemented for grades 1-4 to promote reading achievement. The new CCC Lab monitored math achievement through initial placement inventories and student math skill mastery.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The Math/Science Benchmark strategies were successfully completed. Inventory of math /science materials was completed which enabled teachers to access necessary "hands-on" materials for classroom activities and lessons. Students and parents participated in home projects as well as math/ science. The Nature Trail project was completed and dedicated on Earth Day.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The Butner staff was provided two staff development courses tailored to their specific needs. Participation and attendance were high in the 24 sessions. Areas of emphasis included development of basic technology competencies and the teaching of critical thinking skills.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The Writing lab has worked effectively because of the addition of an Educational Technologist. Fourteen technology workshops were conducted on site. The Follett library automation system is nearly complete. Continued implementation of Accelerated Reader and STAR has provided additional means for teachers to encourage and monitor student reading growth.

Average Ratings of SHIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.2	4.3	4.2
Co-Supporters	3.8	3.9	3.8
Co-Learners	3.5	3.4	3.4
Co-Teachers	3.8	3.9	3.8
Co-Advisors	3.2	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

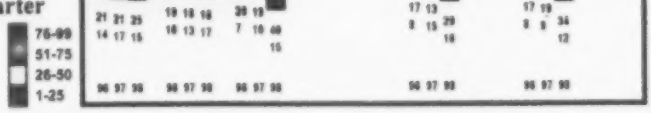
Butner School provided opportunites for parents and teachers to work collaboratively. We developed partnerships in decision making and problem-solving to support the education of our students. Homework projects and workshops were just one of the ways Butner parents and staff worked together this year.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	57.5	62	49	55	58.3
District	57.4	59.2	48.3	56.5	56.2
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	81	81	82	82	82

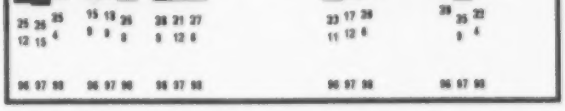
Percent of Students in Each Quarter



Grade 4

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	73	64	65	64.3	66.5
District	65	58.9	61.8	57.4	62.3
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	49	49	49	49	49

Percent of Students in Each Quarter



1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

NOT APPLICABLE

Percent of Students in Each Quarter

SAT Results		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Commercial Phone:
(910) 436-5080

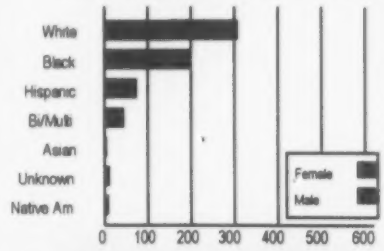
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Bragg, NC

Department of Defense Education Activity
Devers Elementary School (PK-4)
1997/98 School Profile
Emily Marsh, Principal

School Characteristics

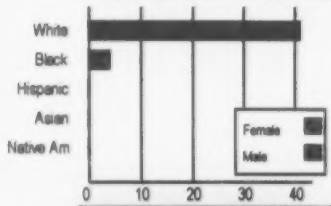
Student Enrollment - 635



Grade	
PreK	68
K	119
1	110
2	125
3	115
4	98
Total	635

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	3
Other Professionals	7

Special Programs			
Grade Offered	Program		
PK-12	Special Education	72	11%
K-8	TAG	9	1%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	2
1-3	8
4-6	5
7-10	6
> 10	19

Mobility Rate
34% Per Year

Teacher Education Degree	Teachers
BA/BS	58 %
MA/MS	42 %
Doctorate	0 %

Principal's Highlights

At Devers, we are committed to integrated instruction, inclusion, technology, and a strong school-home partnership.

During the year, 106 hours of staff development were provided which emphasized developing competent student writers and the integration of technology into the core curriculum. A 30 station writing lab and 30 station CAI lab were established. Participation in the Presidential Technology Initiative provided additional teacher training, technology hardware, and computer software for classroom use. Our Wide Area Network provided Internet access to all classrooms.

Reading is Fundamental (RIF) provided 5 books for each Devers student and established a student and staff RIF Trading Post. An extensive Home Reading Program encouraged parents to read at home with their children.

Twelve after-school clubs provided academic and fine arts enrichment activities for students. Family Math & Science Night, Cultural Diversity Evening, and ARTMART involved staff, students, and parents as co-learners.

Instruction at Devers emphasizes cooperation, hands-on learning, and good citizenship. Parents and teachers work together to help students become capable and caring individuals.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Teachers have focused on incorporating DODEA standards for student proficiency into the instructional program. Expanded fourth grade portfolios include multi-media projects. After school clubs have offered opportunities for students to explore problem solving, use of the Internet, writing, and multi-media productions.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

This Benchmark has afforded students the opportunity to utilize skills and content knowledge in real life tasks. Teachers used knowledge acquired from staff development and technology skills to increase student proficiency in math and science by employing software, Internet programs, and hands-on experiences.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The staff participated in a variety of inservice with an emphasis on developing student writing skills, integration of core curriculum with technology, and technology proficiencies. Extensive training received by Devers teachers, has allowed Devers to use a "train the trainers" approach. The 106 hours of staff training have been offered in traditional and study group format.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Use of the 30 station computer writing lab along with implementation of ongoing technology projects sponsored by DoDEA and North Carolina, has allowed additional training and access to technology. Faculty and administrators routinely communicate via e-mail and/or disks. Media automation and Internet access for classrooms have been implemented.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.3	4.3	4.2
Co-Supporters	3.9	3.9	3.8
Co-Learners	3.6	3.4	3.4
Co-Teachers	4.0	3.9	3.8
Co-Advisors	3.6	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Opportunities for parents as co-learners and co-teachers were provided through establishing the Devers Speakers Bureau, the RIF Trading Post, staff development for parents, and the Devers Recycling Program. To increase volunteers and hours, procedures for recruiting and communicating with volunteers were re-designed.

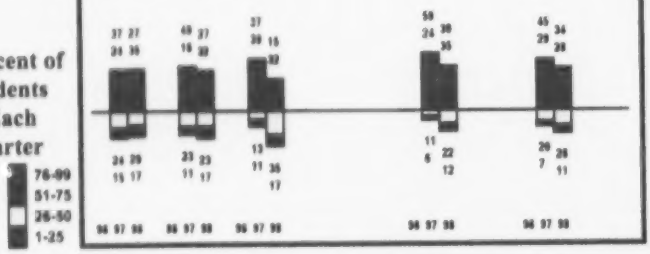
Standardized Test Results

Grade 3

1998 Median Percentiles for:

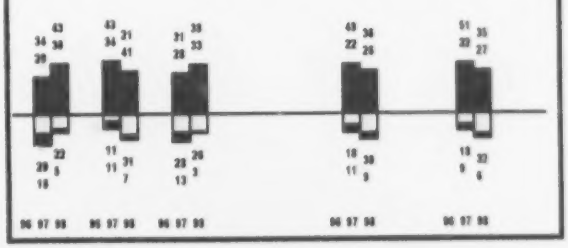
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	60.1	59.7	49.6	60.6	63.5
District	57.4	59.2	48.3	56.5	56.2
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	99	99	99	99	99

Percent of Students in Each Quarter



Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	69	57.3	66	59.3	62.2
District	65	58.9	61.8	57.4	62.3
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	81	81	81	81	81



1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Commercial Phone:
(910) 960-3606

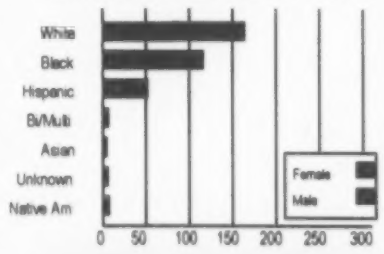
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Bragg, NC

Department of Defense Education Activity
Holbrook Elementary School (PK-4)
1997/98 School Profile
Linda Smith, Principal

School Characteristics

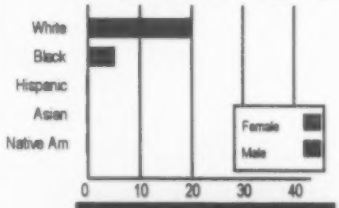
Student Enrollment - 347



Grade	
PreK	54
K	64
1	62
2	56
3	47
4	64
Total	347

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	3
Other Professionals	2

Special Programs Grade Offered	Program		
PK-12	Special Education	26	7%
K-8	TAG	10	3%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	0
1-3	1
4-6	3
7-10	5
>10	13

Mobility Rate
51% Per Year

Teacher Education Degree	Teachers
BA/BS	68 %
MA/MS	32 %
Doctorate	0 %

Principal's Highlights

The Holbrook Elementary school community embraced a shared vision to provide the finest educational opportunities for children in a nurturing, creative and safe environment.

Instructional accomplishments included teachers retooling in technology and math-science skills. Teachers participated in AIMS in-service and utilized these skills to improve science-math activities. They participated in Accelerated Reader and S.T.A.R. workshops and a workshop to show how skills taught in the Jostens CAI lab correlated with TerraNova. A statistical report showed an average of 2.04 student contact hours in technology per week.

A parental survey enabled the school to assess the community's satisfaction with safety concerns, curriculum and home/school communication. Two hundred and fifteen surveys were returned. 87% of those surveyed recorded that their child felt safe; 84% were satisfied with their child's academic success and 80% indicated satisfaction with home/school communication.

Parents, military partners, business partners and staff have all contributed to the overall success of our school.

DoDEA Strategic Plan: School Improvement Implementation
School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Writing samples are maintained on disks to provide teachers work samples for comparing student growth in this area. Pre and post tests were given on keyboarding skills practiced in the CAI lab to measure growth.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Establishment of a Multisensory Math Club supported students with special needs. The "Tap You On Your Shoulder" Program encouraged memorization of multiplication facts. AIMS activities, math/science night, the science fair and math carnival promoted hands on math/science participation. The Young Astronauts Club culminated with a rocket launch and visit to VASC.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Teachers received training in HyperStudio, Accelerated Reader and S.T.A.R., TerraNova and AIMS to produce academically related projects to effect student learning. Survey results were used to determine the technological proficiency of staff members and also to plan future staff development needs.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

New computer software including Accelerated Reader and HyperStudio was purchased and installed on computers at the appropriate grade levels. Information Center Automation was purchased and installed. Computer needs for each class were assessed and noted by the Ed. Tech, and purchasing of needed materials will continue through next year.

Average Ratings of SIIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.6	4.3	4.2
Co-Supporters	3.8	3.9	3.8
Co-Learners	3.4	3.4	3.4
Co-Teachers	3.8	3.9	3.8
Co-Advisors	3.2	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

As resource people, parents became a vital part of our school community serving on curriculum committees and participating in curricula activities at school and home. Each preschool parent volunteered 4 hours per month for a total of 2080 hours this year. 58 parents of students in grades K-4 logged 2573 hours for a total of 4153 volunteer hours this year.

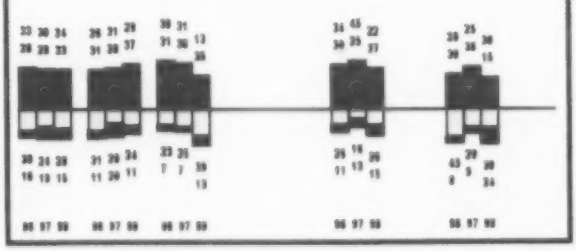
Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	59	61	50	57.3	48
District	57.4	59.2	48.3	56.5	56.2
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	46	46	46	46	46

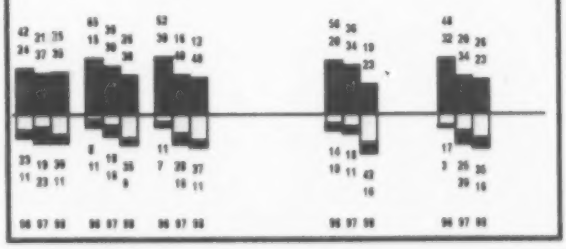
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 4

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	54.3	57.5	53.7	42.8	50
District	65	58.9	61.8	57.4	62.3
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	57	57	57	57	57



Grade 5

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

NOT APPLICABLE

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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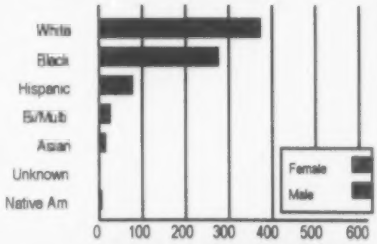
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Bragg, NC

Department of Defense Education Activity
Irwin Middle School (5-6)
1997/98 School Profile
Michael Thornburg, Principal

School Characteristics

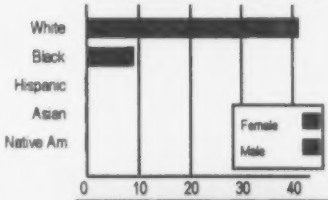
Student Enrollment - 743



Grade	
5	384
6	359
Total	743

Sponsor Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	9%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	38
Special Education	6
Other Professionals	6

Special Programs

Grade Offered	Program		
PK-12	Special Education	78	10%
K-8	TAG	92	12%
K-12	ESL	6	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	3
1-3	3
4-6	4
7-10	4
> 10	31

Mobility Rate
30% Per Year

Teacher Education

Degree	% Teachers
BA/BS	54 %
MA/MS	46 %
Doctorate	0 %

Principal's Highlights

Irwin Middle School is committed to the development of all students to their greatest potential. To that end, a comprehensive curriculum that meets the academic, physical, social, and emotional needs of the students continue to be the school's focus. The writing lab was staffed with a certified teacher to assist students in developing technological proficiency.

Students have also benefited from the installation of the Automated Weather System, updated software in all classrooms and expanded internet access. Irwin Middle School provides a comprehensive afterschool activities program that includes a Learning Center and a Mathematics Remediation Center, both staffed by certified teachers.

Irwin Middle School has enjoyed the active support of three military partnerships and one business partnership. The Volunteer Program has been successful in providing added resources to enhance student learning. The Parent Teacher Association has contributed to the enrichment of Irwin's students by sponsoring many activities. Irwin enjoys parent involvement that extends to participation in shared decision-making.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

A Computer Writing Laboratory was staffed by a certified teacher and a curriculum was developed and implemented that involved students in keyboarding, word processing, and multi-media presentation skills. Software was purchased and updated in all classrooms as well as the Writing Laboratory.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A certified teacher provided afterschool math remediation four days per week to approximately 10% of the school population. The Automated Weather System was installed and implemented as a part of the Science Laboratory curriculum with school-wide activities provided daily for all students. Four teachers implemented the Technology in Mathematics and Science program.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff development was provided in the areas of technology, integration of mathematics and science, medical awareness, and TerraNova testing. Teachers, counselors and administrators participated in distance learning courses in technology. Teachers were provided staff development in special education policies and strategies.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Hardware and software for the Electronic Inventory System/Automated Media Center were purchased. Implementation of the Student Information System is in progress. Internet access has been expanded to science teachers who were accepted and participated in the Technology in Mathematics and Science Project.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.7	4.3	4.2
Co-Supporters	4.3	3.9	3.8
Co-Learners	3.6	3.4	3.4
Co-Teachers	4.4	3.9	3.8
Co-Advisors	3.9	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents were involved in students' education through committee membership, volunteering and participation in the Parent Teacher Association. Three military partnerships and one business partnership were active. The military and community (active and retired) members were involved in student instruction. The DODEA School Home Partnership Evaluation was completed.

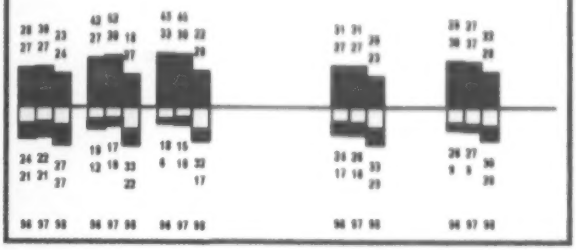
Standardized Test Results

Grade 5

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	46.6	44.9	51.9	46.1	50.8
District	46.6	44.9	51.9	46.1	50.8
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	360	360	357	360	357

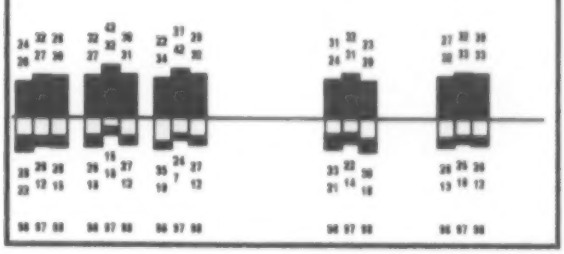
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 6

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	54.5	60.7	59.2	52.9	62.4
District	54.5	60.7	59.2	52.9	62.4
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	352	352	350	353	349



1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

76-99
51-75
26-50
1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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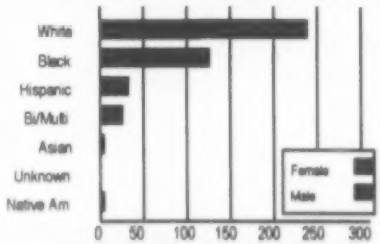
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria**		**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
			75% => Proficient						

Fort Bragg, NC

Department of Defense Education Activity
McNair Elementary School (PK-4)
1997/98 School Profile
Jeanette Bost, Principal

School Characteristics

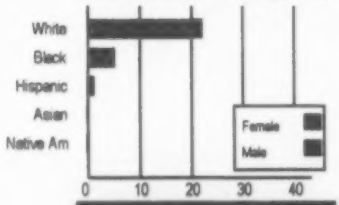
Student Enrollment - 421



Grade	
PreK	66
K	72
1	75
2	66
3	73
4	69
Total	421

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	22
Special Education	2
Other Professionals	3

Special Programs

Grade Offered	Program		
PK-12	Special Education	35	8%
K-8	TAG	23	5%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	4
4-6	1
7-10	2
> 10	17

Mobility Rate
32% Per Year

Teacher Education

Degree	% Teachers
BA/BS	61 %
MA/MS	39 %
Doctorate	0 %

Principal's Highlights

Technology continues to be a priority for McNair School. Ten Pentium computers were placed in classrooms. Zip drives and scanners were added to existing systems. A writing lab with 19 computers and 5 printers was set up.

Wiring of classrooms is underway to provide upgraded electrical capabilities. Plans are underway for LAN and Internet access in all classrooms.

The Nature Trail was completed and dedicated on April 22,1998. It is the culmination of two years of cooperative planning and work between the military community, the civilian community, and the staffs of McNair and Butner Schools.

Training in the areas of technology, science, and math was provided for the staff. Re-certification for CPR and Non-violent Crisis Intervention was offered.

After school enrichment activities are provided for students in grades 2-4. Two clubs are science and math oriented, two are service oriented, and one in the performing arts.

Parent volunteer hours increased to 6356 hours through April of this year. The PTA has continued to publish the monthly newsletter, maintain a web page, and provide monetary support for a variety of school needs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The student created computer art program continued. Students in grades 2-4 used the Accelerated Reader Program. A third grade class used scanners and computers to create autobiographies. Two first grade students and their families utilized KIDPIX Studio, computers and the Infocus projection system for a multimedia presentation to the School Board.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The Ft. Bragg Nature Trail was completed and dedicated on April 22, 1998. Parents, staff and students were involved in Family Math/Science activities at FSU and McNair. Science Day was begun this year with activities focusing on biological sciences. Two after school clubs, Young Astronauts and KIDS Club, focused on various areas of science.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff was given the opportunity to participate in technology training in three levels of computer competencies. Training was provided for the S.T.A.R. and Accelerated Reader programs. K-4 teachers participated in the AIMS workshop for science. Several staff members attended the "Integrating Technology" Teacher Academy and other workshops outside the system.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A writing lab with 19 computers and 5 printers was set up. Two additional scanners were purchased. The media center set up a computer center for student use and the checkout system was automated. All classrooms received S.T.A.R. and Accelerated Reader programs for classroom use. Excel was used for record keeping in the Home Reading Program.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.2	4.3	4.2
Co-Supporters	3.9	3.9	3.8
Co-Learners	3.1	3.4	3.4
Co-Teachers	3.8	3.9	3.8
Co-Advisors	3.3	3.5	3.5
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parents volunteered 6356 hours through April this year, an increase from last year. The PTA continued its monthly newsletter and maintained a web pa` The Home Reading participation averaged 68% for the school year.

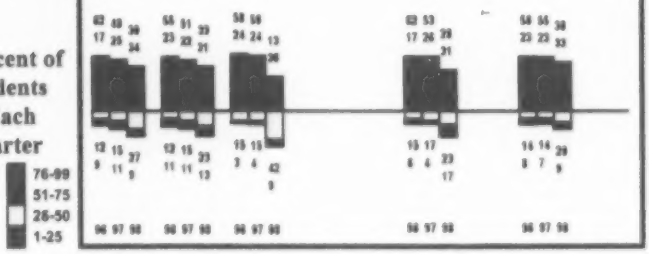
Standardized Test Results

Grade 3

1998 Median Percentiles for:

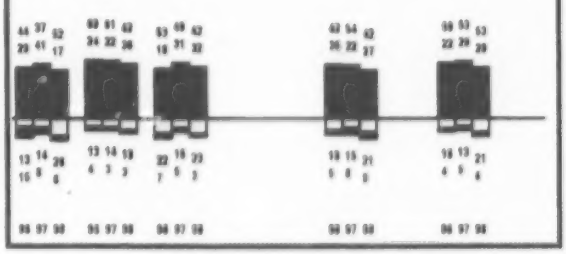
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	63	58.3	49.7	59.4	58.8
District	57.4	59.2	48.3	56.5	56.2
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	64	64	64	64	64

Percent of Students in Each Quarter



Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	75.5	69.5	73.5	72.5	77.5
District	65	58.9	61.8	57.4	62.3
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	66	66	66	66	66



1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

76-99
51-75
26-50
1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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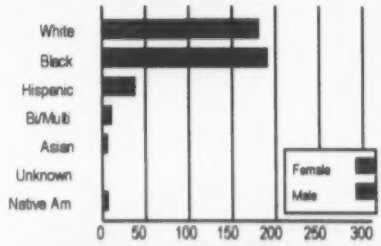
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Bragg, NC

Department of Defense Education Activity
Murray Elementary School (PK-4)
1997/98 School Profile
Susan Walters, Principal

School Characteristics

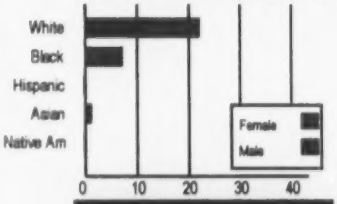
Student Enrollment - 418



Grade	
PreK	68
K	97
1	79
2	68
3	57
4	49
Total	418

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	1.5
Classroom Teachers	22
Special Education	2
Other Professionals	3

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	32	8%
K-8	TAG	6	1%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	7
7-10	5
> 10	14

Mobility Rate
46% Per Year

Teacher Education

Degree	% Teachers
BA/BS	59 %
MA/MS	41 %
Doctorate	0 %

Principal's Highlights

Murray's mission to inspire and prepare all students for success in a dynamic global environment by providing world class educational programs has been confirmed by parent exit surveys instituted in January 1998 which indicated a high degree of satisfaction with school programs and teachers.

Murray Elementary School is a neighborhood school where parents and volunteers are very supportive of school programs. More than 700 volunteers have contributed more than 10,000 hours to the school this year.

A wide variety of after school programs manned by teachers and parents enhanced the achievement of many students in science, music, fitness, reading and writing.

Community partnerships included businesses, civic groups and military partners who helped our programs by donating their time, resources and energy.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Our computer lab with 30 student computers was upgraded, and all students in Grades K-4 regularly use it to increase their achievement in reading and math. Several teachers piloted the Accelerated Reader and S.T.A.R. programs. Students were instructed in and used writing, reading and math software at all levels.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The Math/Science Resource Center's inventory was updated and shelves were built to accommodate microscopes. Various groups used the Center during the school day. The Young Astronauts and Fun with Science Clubs used it after school. Space Station Murray and Family Math/Science Night were visited by many families who enjoyed fun activities for all ages.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Thirty-one staff members completed school-level technology training in anti-Virus, S.T.A.R., Accelerated Reader, Paintbrush and Student Writing Center, and Computer Competencies Levels I, II, and III. Other training included Reading/Learning Styles, Integrated Math and Science, Auditory/Visual Processing Difficulties and others topics.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A half-time Educational Technologist assisted with integrating technology and instruction and provided teachers with hands-on training in grade level software. Automation of the media center checkout system is one-third complete at the present time. Software needs for future purchase have been prioritized by grade level.

Tier	School	District	DDESS
Co-Communicators	4.2	4.3	4.2
Co-Supporters	4.1	3.9	3.8
Co-Learners	3.6	3.4	3.4
Co-Teachers	4.2	3.9	3.8
Co-Advisors	3.3	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The Home-School Partnership was strong at Murray with over 700 volunteers contributing more than 10,000 hours to school programs at all levels. Communications between school and home were frequent and varied as was support which enhanced student achievement and improved school climate. Parents participated at all tiers on behalf of Murray's program.

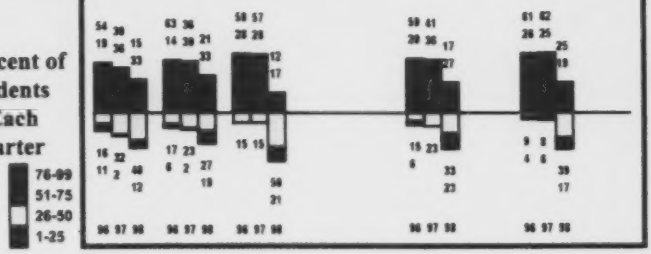
Standardized Test Results

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	50	55	42.6	48	49
District	57.4	59.2	48.3	56.5	56.2
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	52	52	52	52	52

Percent of Students in Each Quarter



Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	51.2	48.5	52	46	53.5
	65	58.9	61.8	57.4	62.3
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	41	41	41	41	41

1998 Median Percentiles for: School / District / DDESS / Nation / # Students

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

Percent of Students in Each Quarter

SAT Results

		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Murray E S
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Fort Bragg, NC 28307-0089

DSN Phone:
Fax Number: (910) 436-1906
Commercial Phone:
(910) 436-5353

DoDEA Writing Assessment

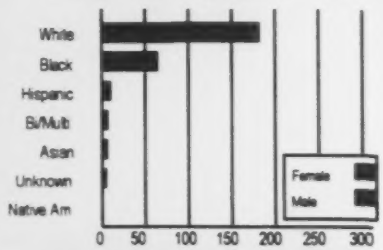
Grade	Yr	Number Tested	Benchmark Criteria	Percent at Each Performance Level				
			75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Bragg, NC

Department of Defense Education Activity
Pope Elementary School (PK-4)
1997/98 School Profile
Janey R. Idell, Principal

School Characteristics

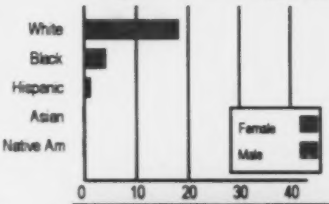
Student Enrollment - 269



Grade	
PreK	30
K	59
1	44
2	46
3	47
4	43
Total	269

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	100%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	2
Other Professionals	1

Special Programs			
Grade Offered	Program		
PK-12	Special Education	19	7%
K-8	TAG	6	2%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	5
4-6	4
7-10	1
> 10	8

Mobility Rate
33% Per Year

Teacher Education	
Degree	Teachers
BA/BS	83 %
MA/MS	17 %
Doctorate	0 %

Principal's Highlights

Utilizing the DoDEA Strategic Plan as the framework, Pope AFB School has been active in implementing "School Initiative in Motion". Leadership for the school improvement process was shared by the team of professional educators. Curriculum integration was a primary focus for all efforts.

In support of the math and science achievement component of the SIP, we challenged students to acquire a broad variety of mathematical skills in order to become mathematically literate citizens; to develop problem-solving skills; and strategies for a wide variety of applications which include the use of technological tools. The challenges were presented through the piloting of STAMM, an innovative mathematics curriculum that stresses continuous progress, through performance based activities and assessments. The evaluation of our goals were grounded in increase of student achievement.

Community involvement reached an all time high with increased parent membership on school committees and on the SIT. Volunteer hours increased; more parents attended parent workshops provided by the staff; and an increase in attendance to curriculum oriented events by parents was noted. Pope's military partnership flourished with support from the Wing Commander and Squadron Commander.

DoDEA Strategic Plan - School Improvement Implementation School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Student proficiency in keyboarding skills and the use of electronic publishing has increased. Fourth grade students' enrollment and performance in the Computer Curriculum Corporation (CCC) keyboarding program documents that evaluation. Strategies for increasing proficiencies in students grades 2-4 have been utilized. Student work has been created and stored electronically.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Performance based tasks through the implementation of STAMM (Systematic Teaching and Measuring Mathematics -piloted in 2nd grade); the utilization of AIMS and Hands-On Science activities resulted in increased achievement in math and science for students. Established the "Young Einstein's" an after-school science club, for first and second grade students.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators

Staff development was planned based on the 1996/97 needs assessment. Staff development focused on the programs that correlated with the format of the TerraNova (use of performance based activities /assessments). Staff technology competencies were boosted with training in HyperStudio, Level 1 sessions, Gradebook Plus program and the use of TekNet communications.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The installation of Gradebook Plus on all teacher computers plus training supported the electronic technology aspect of our SIP. The Media Center is in the process of being automated. TerraNova skills assessment was completed to identify supportive software at all grades. Computer resources has been assessed with a plan for acquisition in the next 1-3 years.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.5**	**4.3**	**4.2**
Co-Supporters	**4.2**	**3.9**	**3.8**
Co-Learners	**4.0**	**3.4**	**3.4**
Co-Teachers	**4.3**	**3.9**	**3.8**
Co-Advisors	**3.8**	**3.5**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

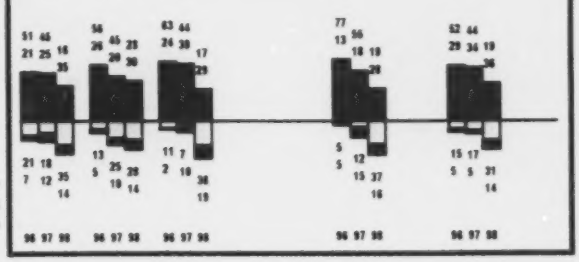
Our school-home partnership has flourished with an increase of volunteer hours; increased attendance and participation of parents in workshops and curriculum oriented events; support from the military partnership and wing command; PTA support for curriculum projects/programs; communication published in the local and base newspaper, a School/Home Newsletter and School Biz Program.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	57	62	47	45	53
District	57.4	59.2	48.3	56.5	56.2
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	43	43	42	43	42

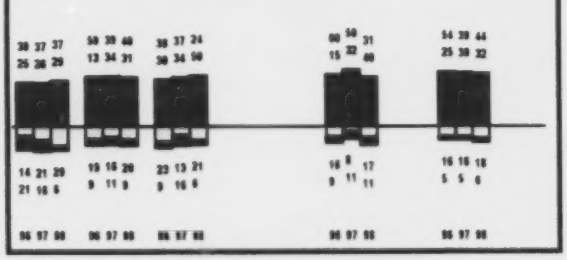
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 4

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	62	63.5	68.3	66.8	68
	65	58.9	61.8	57.4	62.3
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	35	35	34	35	34



1998 Median Percentiles for: School / District / DDESS / Nation / # Students

Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
NOT APPLICABLE				

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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DSN Phone:
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Commercial Phone:
(910) 497-6136

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** 75% => Proficient	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**

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SECTION H

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

FORT CAMPBELL DISTRICT
1997-1998

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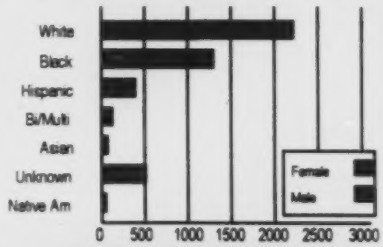
Department of Defense Education Activity
Fort Campbell Dependents Schools (PK-12)
1997/98 District Profile
Ray C. McMullen, Superintendent

District Characteristics

Student Enrollment - 4,634



Grade	
PreK	527
K	498
1	578
2	443
3	424
4	399
5	368
6	318
7	264
8	218
9	202
10	168
11	127
12	100
Total	4634

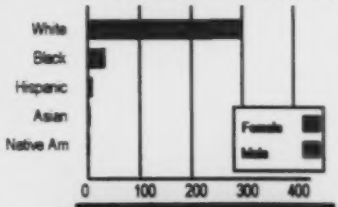
Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	409	9%
K-8	TAG	91	2%
K-12	ESL	63	1%
AP Courses Offered		8	
Students Taking AP Courses		44	19%

Teacher Experience	
Years	Teacher
New	14
1-3	26
4-6	45
7-10	45
> 10	203

Mobility Rate
42% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	16
Classroom Teachers	217
Special Education	32.6
Other Professionals	78.5

Teacher Education	
Degree	Teacher
BA/BS	31 %
MA/MS	67 %
Doctorate	2 %

Superintendent's Highlights

Fort Campbell Schools continues to exhibit the highest calibre of excellence and innovation in education.

We have a very strong Home School Partnership with our parents. These efforts have been acknowledged and honored by DoDEA as exemplary activities and published in Best Practices, 2nd Edition, July 1997.

This year several of our schools participated in the first student world wide teleconference with Italy and Okinawa schools. Seven Odyssey of the Mind teams competed at the State level and one team won 8th place at Worlds.

Five of our schools participated in the Presidential Technology Initiative. FCS currently works with more educational software developers than any other district in DoDEA.

A new elementary school was established this year with the newest state-of-the-art technology and materials.

Because of a concerted effort among teachers, administrators, parents, and students FCS has shown significant increases in academic achievement on standardized tests. With a jump of 10 to 20 NCE percentile points in most schools, FCS reasserts its leadership role in DoDEA.

DoDEA Strategic Plan: School Improvement Implementation
School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The district has led DoDEA in designing and piloting a new student Electronic Portfolio presented at national ASCD Conferences in Baltimore and San Antonio. FCS expanded the 21st Century Program for over 120 teachers. FCS has also added SuccessMaker and Accelerated Reader computer programs which has helped to increase academic achievement.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Science and Math curriculum meetings continue to review K-12 standards and instruction. A K-12 Science curriculum was completed. Terra Nova testing revealed an overall 5 NCE point gain in elementary math and science scores, an overall 10 NCE point gain in middle school math and science, and an overall 5 NCE point gain in high school math and science.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The district continues to provide comprehensive staff development in educational strategies and technology with over 150 workshops for faculty and staff during August, April, and other school in-services including our New Teacher Orientation Program. Additional staff development on technology in the content area has been provided by the Presidential Technology Initiative.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Seven schools are connected through the campus network. Every district classroom and Lucas Elementary is expected to be connected to the Internet in Aug.' 98. E-mail is used for intra-school and inter-school communication. A district Web Page with postings from every school was established this year. Windows 95 and Office 97 are being installed as resources allow.

Average Ratings of SIIP Progress		
Tier	District	DDESS
Co-Communicators	4.5	4.2
Co-Supporters	4.3	3.8
Co-Learners	4.0	3.4
Co-Teachers	4.2	3.8
Co-Advisors	4.1	3.5
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

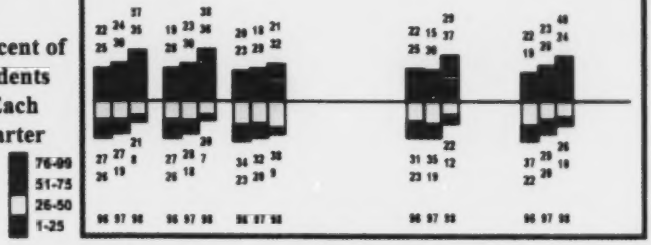
Ft. Campbell Schools provide over 150 parent activities throughout the district in addition to PTO meetings, and Homework Hotlines now in 5 schools. FCS has a strong program to communicate with parents which includes Portfolio a montio, a monthly TV show, Campbell Connections newspaper, school newsletters, various system brochures, and new Ft. Campbell Schools brochure.

Standardized Test Results

Grade 3

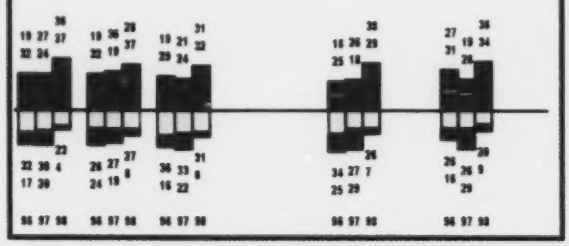
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	66	65.3	53.1	60.5	63.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	355	355	355	356	356

Percent of Students in Each Quarter



Grade 7

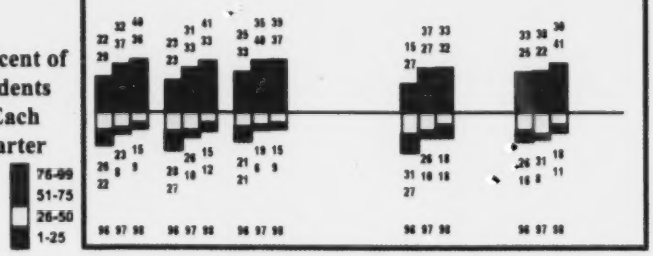
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	67.4	62.2	61.7	68	67.3
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	212	212	212	212	212



Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	67.7	67.4	72.4	65.3	64.3
DDESS	67.8	66.7	68.9	64.8	64.5
Nation	50	50	50	50	50
# Students	144	144	142	146	146

Percent of Students in Each Quarter



ACT Results				
		District	DDESS	Nation
% Participating	97	65%	35%	37%
	98	53%	67%	37%
Math Avg Score	97	18.9	18.7	20.6
	98	18.9	19	21
English Avg Score	97	20.5	19.6	20.3
	98	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Ft. Campbell Dependents Schools
77 Texas Avenue
Ft. Campbell, KY 42223-512

DSN Phone:
Fax Number: (502) 439-3179
Commercial Phone:
(502) 439-1927

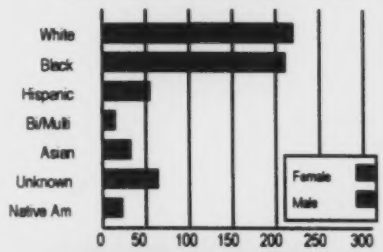
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	308	Met	17.5%	76.6%	5.8%	0%	0%
8	98	175	Not Met	29.1%	40.6%	21.1%	8.6%	1%
10	98	125	Not Met	17.6%	52%	18.4%	11.2%	1%

Fort Campbell, KY

Department of Defense Education Activity
Barkley Elementary School (PK-5)
1997/98 School Profile
Wilmoth Wallace, Principal

School Characteristics

Student Enrollment - 656



Grade	
PreK	116
K	109
1	131
2	101
3	67
4	68
5	64
Total	656

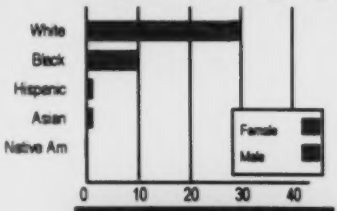
Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered		Enrollment	
PK-12	Special Education	61	9%
K-8	TAG	2	<.5%
K-12	ESL	11	2%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	4
4-6	5
7-10	7
> 10	19

Mobility Rate
67% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	6
Other Professionals	9

Teacher Education	
Degree	Teachers
BA/BS	24 %
MA/MS	76 %
Doctorate	0 %

Principal's Highlights

Barkley has placed emphasis on student access to technology. Additional 21st Century classrooms made technology accessible to all students. Success Maker, Accelerated Reader and S.T.A.R. software were installed on computers. Word processing and file management were part of the computer lab curriculum

School-home partnership is an integral part of the school. The end of the year survey revealed very positive customer satisfaction. The P.T.O. remains a staple in the partnership. It sponsored two book fairs, donated funds to Odyssey of the Mind, supported Special Olympics, purchased TV racks for classrooms, D.A.R.E. T-shirts and incentives for Accelerated Reader. ESL classes for military families offered through the local University were held at Barkley.

Barkley was chosen as a test site for the Presidential Technology Initiative.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Success Maker, Accelerated Reader and S.T.A.R. were introduced in grades 1-5. Additional 21st Century classrooms were added. All students in grades 1-5 received instruction in mouse skills and keyboarding. Students in grades 3-5 were taught word processing and file management.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Success Maker math curriculum was introduced. Representatives on the system wide math and science informed the faculty on the progress of standards and goals for the respective curriculums. Co-teaching model in 5th grade science was implemented.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

All teachers were involved in the system-wide August 1997 inservice. School inservice programs are ongoing. Technology inservice was conducted for faculty and staff on the implementation of programs such as Success Maker, Accelerated Reader and S.T.A.R.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

With the addition of eight 21st century classrooms, teachers received training and have access to Windows 95, Accelerated Reader, S.T.A.R., Success Maker, Internet, digital cameras, and Teacher Associate. The Presidential Technology Initiative provided training and software for teachers.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.8**	**4.5**	**4.2**
Co-Supporters	**4.2**	**4.3**	**3.8**
Co-Learners	**4.3**	**4.0**	**3.4**
Co-Teachers	**4.1**	**4.2**	**3.8**
Co-Advisors	**4.0**	**4.1**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

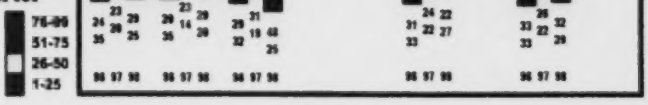
The volunteer program continues to be a vital link between home and school. Approximately 100 parents volunteered over 1,400 hours and other services to the school. The PTO sponsored two book fairs. Communication was kept open through newsletters, parent-teacher conferences and memos.

Standardized Test Results

Grade 3

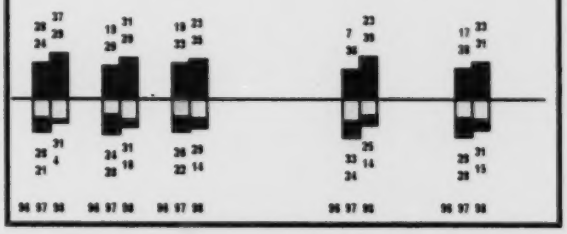
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	47.5	53.7	34.8	51	38.2
District	66	65.3	53.1	60.5	63.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	59	59	59	59	59

Percent of Students in Each Quarter



Grade 4

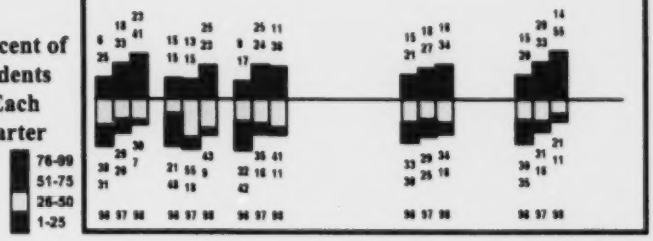
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	66.7	61.7	54.5	58	51.8
District	65.9	55.8	56.8	56.1	59.8
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	52	52	52	52	52



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	58	49	49	50	56.2
District	67.9	65.8	62.2	59.3	63.9
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	44	44	44	44	44

Percent of Students in Each Quarter



ACT Results					
		School	District	DDESS	Nation
% Participating	97	NA	65%	35%	37%
	98	NA	53%	67%	37%
Math Avg Score	97	NA	18.9	18.7	20.6
	98	NA	18.9	19	21
English Avg Score	97	NA	20.5	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria 75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scorable**
5	98	45	Met	4.4%	84.4%	11.1%	0%	0%

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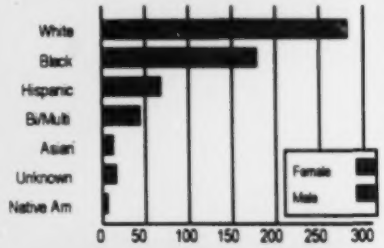
Fort Campbell, KY

Department of Defense Education Activity
Fort Campbell High School (9-12)
1997/98 School Profile
J. Gary Stewart, Principal

School Characteristics

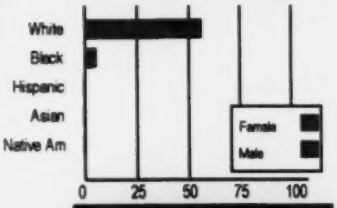
Student Enrollment - 597



Grade	
9	202
10	168
11	127
12	100
Total	597

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	2
Classroom Teachers	45
Special Education	5
Other Professionals	8

Special Programs			
Grade Offered	Program		
PK-12	Special Education	42	7%
K-8	TAG	N/A	N/A
K-12	ESL	3	1%
AP Courses Offered		8	
Students Taking AP Courses		44	19%

Teacher Experience	
Years	Teachers
New	4
1-3	3
4-6	2
7-10	8
> 10	44

Mobility Rate
30% Per Year

Teacher Education	
Degree	Teachers
BA/BS	17 %
MA/MS	80 %
Doctorate	3 %

Principal's Highlights

FCHS, a National School of Excellence, has maintained an exemplary program to serve the students of our community. We have made tremendous progress in accomplishing DoDEA and school system goals in areas such as strong Home-School Partnership, 98% graduation rate with over 90% of the graduates meeting the Pre-College Curriculum. Added computer classes and increased graduation requirements have given added weight to our expectations in this area. Math, science, and writing have been the focal point for most of our energies this school year. As a result, teachers and students have demonstrated and communicated increased proficiency in these areas as measured by increased scores on national standardized tests.

The Home-School Partnership Initiative is probably one of the strengths of the 1997-98 School Year. Both parents and community members have played an important role in the continued success of the school and its various programs. Parents, teachers, community members, and students were even more positive on the Home-School Partnership Survey this year than last year's survey.

DoDEA Strategic Plan - School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

FCHS has included required technology components to the curriculum and added 23 classrooms to the 21st Century Program. All students are currently maintaining a writing and math portfolio. Several teachers are currently incorporating the electronic portfolio system in their programs. All students are required to take two credits in technology related classes for graduation.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Teachers of math and science have systematically targeted students who had national test scores below the 60th percentile to provide them with additional assistance in raising test scores. Through the use of math portfolios in all math classes, teachers have been able to target for improvement the skill areas dealing with writing and expression of mathematical problem-solving.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

A Staff Development portfolio was developed and maintained for all FCHS personnel. All staff development programs were designed for multiple audiences and invitations were extended for the various audiences to attend. A wide variety of staff development programs were offered at the system level and several designed specifically with the needs of FCHS personnel in mind.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The LAN, Homework Hotline, Phone Master, and the various administrative software packages being utilized to carry out the mission of the school, school system, and DoDEA are but a few of the advancements we have made to accomplish our goals on this Benchmark. Additional software programs and upgrades are in the implementation stage for the summer of 1998.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.8**	**4.5**	**4.2**
Co-Supporters	**4.9**	**4.3**	**3.8**
Co-Learners	**4.5**	**4.0**	**3.4**
Co-Teachers	**4.4**	**4.2**	**3.8**
Co-Advisors	**4.8**	**4.1**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The SIT, PTSO, and the FCHS Booster Club are but three organizations that provide valuable avenues for parent participation and support for the school programs. All standing committees at FCHS have either parent representatives, community members or both. Their involvement and insight provide invaluable contributions to continued success of the overall program at FCHS.

Standardized Test Results

Grade 9

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	66.5	63	56.6	57.3	63.7
District	66.5	63	56.6	57.3	63.7
DDESS	66.5	63	61.3	56.4	59.1
Nation	50	50	50	50	50
# Students	176	176	174	174	175

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

96 97 98

Grade 10

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	67.7	67.4	72.4	65.3	64.3
	67.7	67.4	72.4	65.3	64.3
	67.8	66.7	68.9	64.8	64.5
	50	50	50	50	50
	144	144	142	146	146

96 97 98

Grade 11

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	67.5	66.6	66.6	60	57.3
District	67.5	66.6	66.6	60	57.3
DDESS	64.5	62.1	63.3	57.6	60.1
Nation	50	50	50	50	50
# Students	112	112	112	110	114

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

96 97 98

ACT Results					
		School	District	DDESS	Nation
% Participating	97	65%	65%	35%	37%
	98	53%	53%	67%	37%
Math Avg Score	97	18.9	18.9	18.7	20.6
	98	18.9	18.9	19	21
English Avg Score	97	20.5	20.5	19.6	20.3
	98	19.8	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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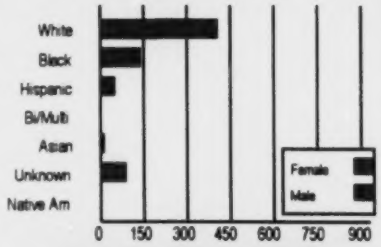
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria 75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
10	**98**	**125**	**Not Met**	**17.6%**	**52%**	**18.4%**	**11.2%**	**1%**

Fort Campbell, KY

Department of Defense Education Activity
Jackson Elementary School (PK-5)
1997/98 School Profile
Don Rush, Principal

School Characteristics

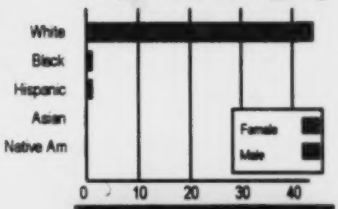
Student Enrollment - 669



Grade	
PreK	60
K	93
1	86
2	96
3	111
4	111
5	112
Total	669

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	2
Classroom Teachers	30
Special Education	4.6
Other Professionals	14.5

Special Programs			
PK-12	Special Education	69	10%
K-8	TAG	26	4%
K-12	ESL	1	<.5%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	1
1-3	2
4-6	10
7-10	7
> 10	27

Mobility Rate
20% Per Year

Teacher Education	
BA/BS	13 %
MA/MS	85 %
Doctorate	2 %

Principal's Highlights

Jackson Elementary School has maintained its high level of academic excellence in spite of major challenges this year. A necessary redistricting plan and a new housing area brought many first time new students to Jackson. The anticipated number of returning Jackson students was 40-45%. To establish meaningful baseline data,
all students were pre-tested in reading comprehension using the STAR reading test. This was used to assess the impact of Jackson's new comprehensive reading program. Major emphasis was also placed on establishing student self-discipline and revising the parent volunteer plan. Our construction project (new roof, lighting, insulation, heating cooling system) which began in October and continued all year, temporarily relocated each classroom for many weeks. Teachers did a superb job of maintaining teaching standards in their classrooms.

Standardized academic test scores show significant improvement. Other new initiatives include ASP (After School Program), a teacher assisted study period, and Duolog Tutoring which utilizes parents and older students as reading partners.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

A pre and post assessment for all students in Grades 3-5 was administered to determine technological knowledge acquired by students as a result of exposure to our technology curriculum and also to gauge the progress achieved in keyboarding skills. In addition each student in Grades 4 and 5 developed his/her own electronic portfolio using a locally developed model.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

As a part of the Fort Campbell system wide initiatives in Science and Math, teacher representatives met on numerous occasions developing a mission statement, philosophy, statement of purpose, personalized curriculum standards and goals, objectives and expectations for each subject area. The committees concentrated on improving instruction in areas of concern.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Many Jackson teachers attended the Fundamentals of Reading Renaissance Conference or the Conference for World Class Readers prior to travel restrictions. Five teachers qualified as Model Reading Renaissance Classrooms. SuccessMaker Training and other technology workshops such as Technology Within the Classroom, Microsoft Publisher, Hyperstudio, etc.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Internet access to all classrooms has been completed. Technologically enhanced Instructional Skills Lab has been established and is serving as instructional support for 100+ below grade level reading/math students in grades 1-5 (using "Success Maker" and other packaged learning materials). Jackson was selected as a Presidential Technology Initiative Test site.

Average Ratings of SHIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.8	4.5	4.2
Co-Supporters	5.0	4.3	3.8
Co-Learners	4.5	4.0	3.4
Co-Teachers	4.9	4.2	3.8
Co-Advisors	4.6	4.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Implement/Evaluate Multi-Tiered School-Home Partnership.

Although scores received on last years parent-teacher survey were excellent, several measures were taken to improve. Among them were: Better inform parents of teacher training activities through PTO newsletter, conduct series of parenting workshops and provide additional training for parent volunteers.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	58.5	63	49.1	56	60
District	66	65.3	53.1	60.5	63.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	101	101	101	101	101

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

96 97 98

Grade 4

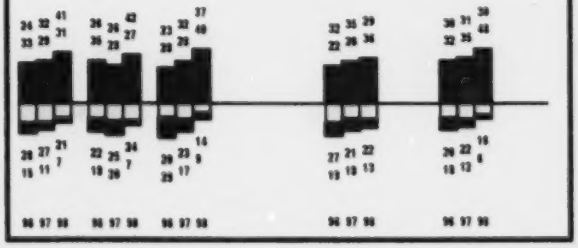
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	74.6	69.7	65.9	58.7	66
	65.9	55.8	56.8	56.1	59.8
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	95	95	94	95	94

96 97 98

Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	68.5	68.5	67	59.3	64.7
District	67.9	65.8	62.2	59.3	63.9
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	100	100	100	100	100

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

96 97 98

ACT Results

		School	District	DDESS	Nation
% Participating	97	NA	65%	35%	37%
	98	NA	53%	67%	37%
Math Avg Score	97	NA	18.9	18.7	20.6
	98	NA	18.9	19	21
English Avg Score	97	NA	20.5	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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DoDEA Writing Assessment

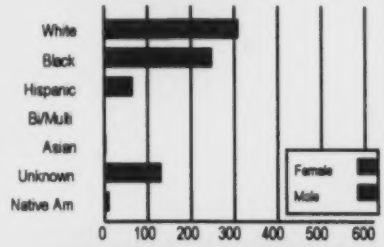
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	91	Met	24.2%	72.5%	3.3%	0%	0%

Fort Campbell, KY

Department of Defense Education Activity
Lincoln Elementary School (PK-5)
1997/98 School Profile
James Hicks, Principal

School Characteristics

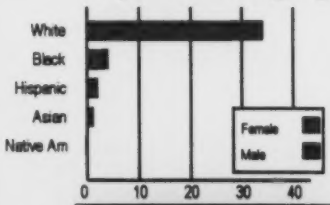
Student Enrollment - 707



Grade	
PreK	149
K	83
1	128
2	84
3	91
4	102
5	70
Total	707

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	2
Classrpom Teachers	33
Special Education	2
Other Professionals	3

Special Programs			
Grade Offered			
PK-12	Special Education	22	3%
K-8	TAG	5	1%
K-12	ESL	8	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	2
4-6	6
7-10	6
> 10	23

Mobility Rate
38% Per Year

Teacher Education	
Degree	Teachers
BA/BS	57 %
MA/MS	43 %
Doctorate	0 %

Principal's Highlights

Lincoln Elementary School made great strides this year! SuccessMaker, a computer assisted instructional program was used intensively. Students showed remarkable progress in Reading and Math achievement. These students and teachers will serve as a model for increased use of the program next year.

The Accelerated Reader program has at least tripled the amount of circulation in the Media Center this year. The Media Center has sponsored several contests and has provided students with many forms of rewards to motivate reading at all levels.

The "Week of the Young Child" in April was a huge success with increased number of parents participating this year. The entire student body participated in special daily activities throughout the week which culminated with a musical program. Our active PTO provided three student assemblies, two Book Fairs and motivation rewards.

Lincoln will take a huge technology leap when Internet access is provided in each classroom by August 1998. The achievement of this long standing goal will literally bring the world into the classroom for our students.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

We continue to increase the use of technology by increasing the number of 21st Century classrooms (PreK-5). Fourth grade students use desktop and laptop computers to complete writing portfolios. There has been an increased focus on direct instruction of computer skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math and Science curriculum areas are being studied this year and standards are being reviewed for implementation during the 1998-99 school year. Program goals were developed and implemented during SY 1997-98.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Opportunities for staff development have been implemented through system-wide and school-wide inservice. The school budget allowed for staff members to attend out of district workshops.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Internet access and the Campus Network will be available for the first time throughout the building by August 1998. Several forms of computer assisted instruction have been implemented at all grade levels. The Campus Network will be in place by August 1998, allowing teachers and students to communicate electronically with other schools on post and Central Office. District in-service in August of 1998 will focus on using technology in the classroom.

Tier	School	District	DDESS
Co-Communicators	4.5	4.5	4.2
Co-Supporters	3.6	4.3	3.8
Co-Learners	3.6	4.0	3.4
Co-Teachers	3.8	4.2	3.8
Co-Advisors	3.6	4.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

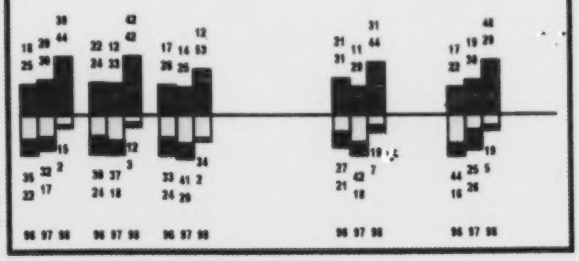
Several activities were planned for the parents this year, including PTO meetings, Open House, Parent/Teacher conferences, seminars, field day, and parent volunteer socials. There has been a noticeable increase in the number of parents volunteering in the classrooms and in the Media Center this year.

Standardized Test Results

Grade 3

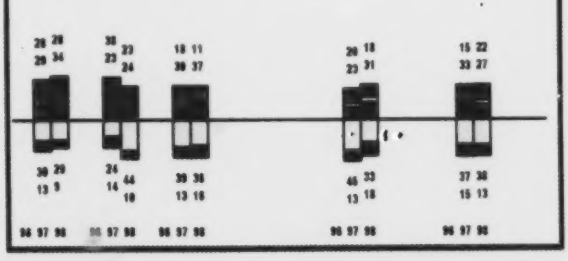
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	68.7	71.3	57	65.7	68
District	66	65.3	53.1	60.5	63.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	59	59	59	59	59

Percent of Students in Each Quarter



Grade 4

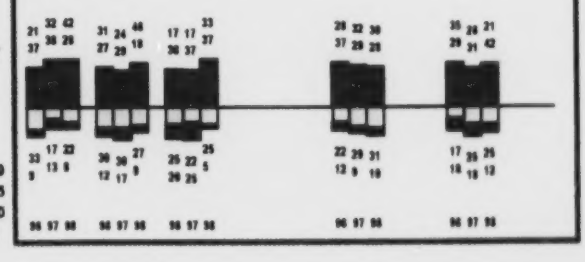
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	60.7	47.5	48.4	49.7	49.7
	65.9	55.8	56.8	56.1	59.8
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	89	89	89	90	90



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	67	66	58.8	59	60
District	67.9	65.8	62.2	59.3	63.9
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	67	67	67	67	67

Percent of Students in Each Quarter



ACT Results		School	District	DDESS	Nation
% Participating	97	NA	65%	35%	37%
	98	NA	53%	67%	37%
Math Avg Score	97	NA	18.9	18.7	20.6
	98	NA	18.9	19	21
English Avg Score	97	NA	20.5	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	65	Met	10.8%	84.6%	4.6%	0%	0%

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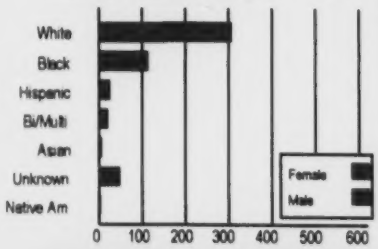
Fort Campbell, KY

Department of Defense Education Activity
Andre Lucas Elementary School (PK-5)
1997/98 School Profile
Harold Haggard, Principal

School Characteristics

Student Enrollment - 510



Grade	
PreK	98
K	83
1	86
2	66
3	68
4	53
5	56
Total	510

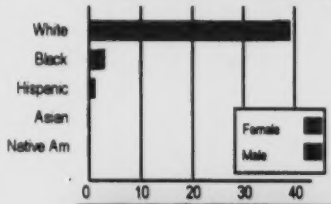
Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered			
PK-12	Special Education	62	12%
K-8	TAG	7	1%
K-12	ESL	11	2%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	0
4-6	3
7-10	8
> 10	30

Mobility Rate
38% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	4
Other Professionals	14

Teacher Education	
Degree	Teachers
BA/BS	26 %
MA/MS	74 %
Doctorate	0 %

Principal's Highlights

Lucas ES was founded in August 1997 with 530 students in grades pre-kindergarten through five. The newly finished, state-of-the-art school facility, was opened with an experienced Fort Campbell staff whose collective effort resulted in a first year, high quality educational program. Foremost among the highlights of the inaugural school year has been the inception of a site-based school improvement leadership team aptly self-named "Partnership for a Better School (PBS)," the development of an initial school improvement plan, the incorporation of technology as a teaching and management tool
throughout the school, and the active involvement of parents in the Parent-Teacher Organization and as classroom volunteers. Classroom volunteers logged more than 2800 hours supporting children and teachers.

The PBS played a key role in adopting the school's mission statement: "Excellence in Teaching! Excellence in Learning!" and in promoting a positive school climate, student achievement, and parental involvement. In our first year of operation we were incredibly pleased with our overall student performance.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Technology has been integrated into the curriculum in all grades (pre-k -5th) through the services of a computer lab teacher working jointly with classroom teachers and specialists. A computer technologist chaired the technology committee which compiled a software acquisition order and made decisions on technology resource distribution. Installation of internal LAN is underway.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

During the initial school year, the focus was directed toward implementation of Fort Campbell curriculum and the establishment of a baseline from which to chart improvement. Staff members participated on district curriculum development committees in both math and science, and interacted regarding status with faculty. New science curriculum was completed for SY 98-99.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

All teachers participated in district staff development programs scheduled during the preparation and orientation week. School improvement was the focus of the April staff development day with presentations addressing three of the priority Benchmarks. Seventeen optional technology training workshops were presented by the educational technologist. All teachers participated.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Computer technology was disbursed throughout the school consistent with technology committee planning. Software was acquired which supports technology integration across the curriculum. The educational technologist developed and taught 17 staff development sessions and helped establish the internal LAN (pending completion).

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.1**	**4.5**	**4.2**
Co-Supporters	**3.7**	**4.3**	**3.8**
Co-Learners	**2.9**	**4.0**	**3.4**
Co-Teachers	**3.6**	**4.2**	**3.8**
Co-Advisors	**3.5**	**4.1**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

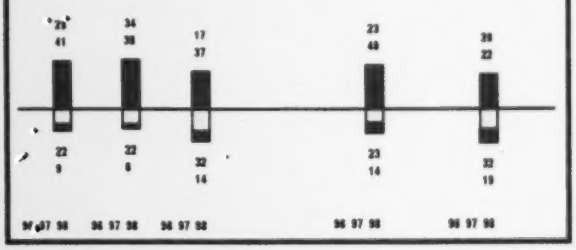
The inaugural achievements include the establishment of a site-based management/school improvement leadership team and a Parent-Teacher Organization (PTO). Together with the PTO, classroom teachers sought volunteers and widely used them throughout the school. Records indicate more than 2,888 hours of volunteer service from August 1997 through April 1998.

Standardized Test Results

Grade 3

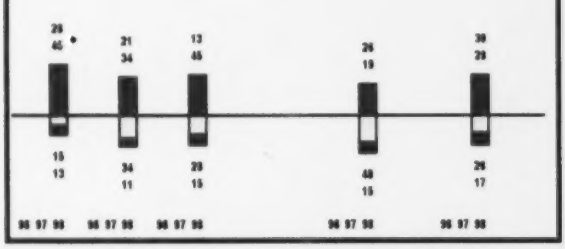
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	62.8	62.4	52.5	57.3	50
District	66	65.3	53.1	60.5	63.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	64	64	65	65	65

Percent of Students in Each Quarter



Grade 4

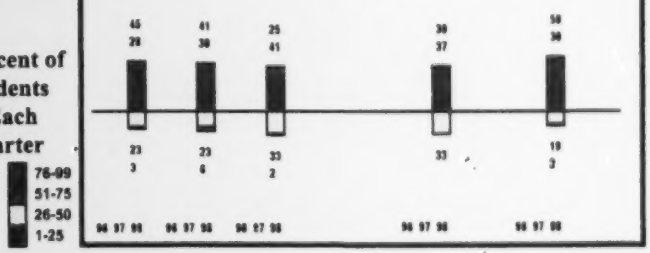
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	70	60	55.7	48.3	56.7
	65.9	55.8	56.8	56.1	59.8
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	47	47	47	47	47



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	74.7	68.5	62	64	75
District	67.9	65.8	62.2	59.3	63.9
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	64	64	64	63	64

Percent of Students in Each Quarter



ACT Results					
		School	District	DDESS	Nation
% Participating	97	NA	65%	35%	37%
	98	NA	53%	67%	37%
Math Avg Score	97	NA	18.9	18.7	20.6
	98	NA	18.9	19	21
English Avg Score	97	NA	20.5	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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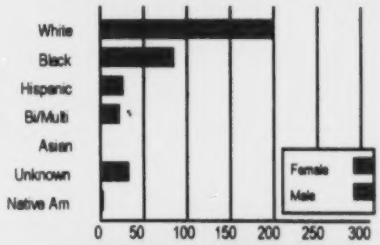
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	60	Met	23.3%	75%	1.7%	0%	0%

Fort Campbell, KY

Department of Defense Education Activity
Mahaffey Middle School (6-8)
1997/98 School Profile
Suzanne Jones, Principal

School Characteristics

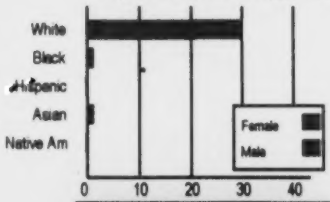
Student Enrollment - 370



Grade	
6	144
7	132
8	94
Total	370

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	#
Administrators	2
Classroom Teachers	15
Special Education	3
Other Professionals	10

Special Programs Grade Offered	Program	#	%
PK-12	Special Education	32	9%
K-8	TAG	30	8%
K-12	ESL	12	3%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	1
1-3	1
4-6	3
7-10	1
> 10	23

Mobility Rate
39% Per Year

Teacher Education Degree	Teachers
BA/BS	16 %
MA/MS	81 %
Doctorate	3 %

Principal's Highlights

"To produce individuals who have developed and refined the skills necessary to be successful in any situation" is the mission of Mahaffey Middle School. While grounded in basic skills, the educational program is enriched through the incorporation of technology, real-life experiences, and cooperative learning.

MMS has positioned itself for the 21st century by integrating technology into all aspects of the middle school program. Participating in the Presidential Technology Initiative has provided teachers an opportunity to work directly with software developers.

A multi-cultural fair allows students to become familiar with the diversity of our population. The MMS Odyessey of the Mind Team placed 8th in World Competition.

Parents provide a vital ingredient to the education of their children. A homework hotline and a web-site were introduced this year as well as a mentoring and tutoring program. Through a partnership of parents, faculty, and military personnel, we are committed to meeting the unique needs of the transient adolescent learner.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All classrooms meet the 21st century technology criteria. With the onset of the local area network and the use of the Internet, students were instructed in the ethical and responsible usage of technology. All students developed skills in using word processes, data bases, spreadsheets and presentation software. A study shows continue increase in the usage of technology by students.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A new science club provided students with opportunities to develop investigative skills. Algebra students participated in the development of math software. Math Bowls were held at the 6th and 7th grade levels. Students collected data and visualized information in a different prospect using the Geographical Information Systems.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

As indicated by a site study, the level of faculty technology competencies continued to rise. Workshops were offered in the following areas: analyzing test data, open-ended questions, the four step process, integrating technology, writing across the curriculum. Faculty representatives served on the district-wide math, language arts, and science curriculum committees.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

As a participating member of the Presidential Technology Initiative, teachers have infused technology throughout the curriculum as indicated by a survey. The Internet is available in all classrooms through the wide-area network. This has also enabled the increase use of technology for resource management and record-keeping, i.e. discipline records, handbook, grades.

Average Ratings of SHIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.5	4.5	4.2
Co-Supporters	4.1	4.3	3.8
Co-Learners	3.8	4.0	3.4
Co-Teachers	4.0	4.2	3.8
Co-Advisors	4.1	4.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Increased involvement of parents was encouraged through the development of a mentoring and tutoring program for the students. Records indicate a vast increase in the number of volunteer hours provided by parents. Increased communications were accomplished through the home-work hotline, parent handbook, and newsletters. Parents were encouraged to attend workshops.

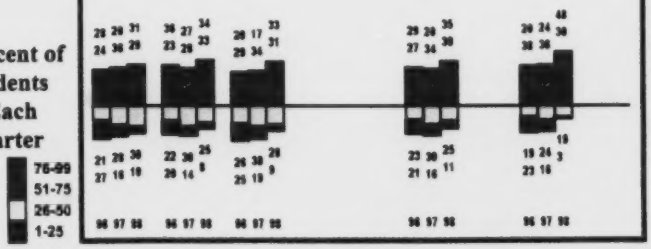
Standardized Test Results

Grade 6

1998 Median Percentiles for:

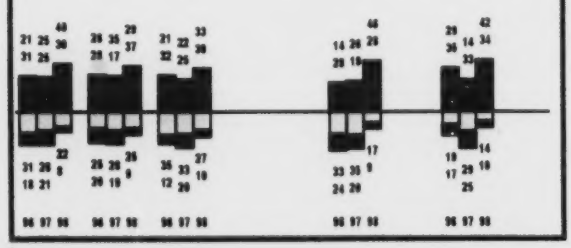
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	56.3	62	61.3	62	73.3
District	56.1	58.8	58.4	61.4	63.3
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	119	119	118	118	118

Percent of Students in Each Quarter



Grade 7

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	69	62.6	61.6	73	71.3
	67.4	62.2	61.7	68	67.3
	66.4	61.7	61.7	60.5	60.8
	50	50	50	50	50
	102	102	102	102	102

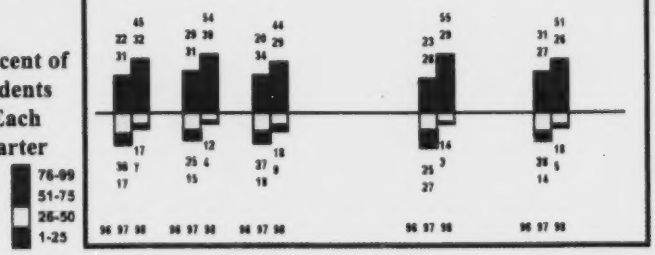


Grade 8

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	70.5	79	71.6	79	76
District	61.3	66.3	59.3	64	62
DDESS	62.8	64.5	61.2	60.9	62.2
Nation	50	50	50	50	50
# Students	76	76	79	77	77

Percent of Students in Each Quarter



ACT Results					
		School	District	DDESS	Nation
% Participating	97	NA	65%	35%	37%
	98	NA	53%	67%	37%
Math Avg Score	97	NA	18.9	18.7	20.6
	98	NA	18.9	19	21
English Avg Score	97	NA	20.5	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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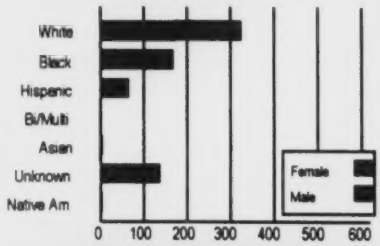
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	98	73	Met	45.2%	42.5%	9.6%	1.4%	1%

Fort Campbell, KY

Department of Defense Education Activity
Marshall Elementary School (PK-5)
1997/98 School Profile
Brenda Hunter, Principal

School Characteristics

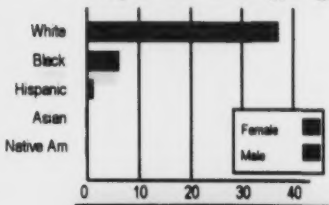
Student Enrollment - 695



Grade	
PreK	104
K	130
1	147
2	96
3	87
4	65
5	66
Total	695

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	27
Special Education	4
Other Professionals	11

Special Programs Grade Offered	Program		
PK-12	Special Education	66	9%
K-8	TAG	4	1%
K-12	ESL	13	2%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	3
1-3	7
4-6	11
7-10	3
> 10	20

Mobility Rate
59% Per Year

Teacher Education Degree	Teachers
BA/BS	55 %
MA/MS	41 %
Doctorate	5 %

Principal's Highlights

Marshall School, a recognized school of excellence, provides a supportive and academically rich environment for a transient student population.

Marshall meets the needs of an exceptional student population with the ESL, Talented & Gifted, Life Skills, Developmentally Delayed and Resource Classrooms.

Outstanding programs and projects include: Action Research in the Classroom, Odyssey of the Mind, Math Olympics, Math & Writing Portfolios, Service Projects, Accelerated Reader, D-Force Behavior Program and Manner of the Month, 21st Century Tech Classrooms, Two Book Fairs, Wellness Awards & an active Parent/Home Partnership Program.

This year due to a concerted effort on the part of administrators, teachers, parents, and students standardized test scores increased dramatically. Students demonstrated an averaged gain across grade levels of 19 percentile points on a national average. This increase places Marshall Elementary School as one of the top achieving DoDEA schools in the world.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Success Maker Computerized Curriculum Program was integrated into classrooms. Students & teachers participated in the first DoDEA World-wide student Video-Teleconference with an Origami Art Project, between the USA, Italy and Okinawa.. Students achieved an average gain of an exceptional 12 points across grade levels on standardized test scores for reading & language.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Teacher time logs were kept to determine time-on-task instruction in science & math. Earth Day & conservation activities addressed environmental issues. Math portfolios & Math Olympics were fifth grade projects. Students achieved an average combined gain of 27 in national percentile points across grade levels on the standardized test scores for math and science.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

A needs assessment and staff development is on-going at Marshall School. Fourteen new staff members were included in a five-day training in August as well as new teacher orientation. Six staff members successfully completed the KTIP (Kentucky Teacher Internship Program). All professional development is linked directly to achieving the Benchmarks.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Technology is infused throughout the school. All teachers are using the (LAN) and e-mail. Presently we have 25 static IP addresses for our school. Expanding the media center and classroom CD ROM database is a priority for August 1998 as well as student record-keeping. An educational technologist was added to staff in August 1997.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.4**	**4.5**	**4.2**
Co-Supporters	**4.3**	**4.3**	**3.8**
Co-Learners	**3.9**	**4.0**	**3.4**
Co-Teachers	**4.3**	**4.2**	**3.8**
Co-Advisors	**4.1**	**4.1**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

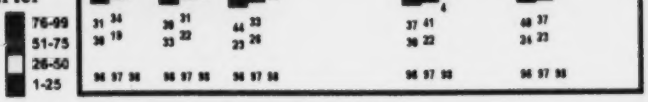
Parent surveys indicated active participation & positive feedback for school. A homework hot line for parent/school communication will be on-line in August 1998. A Parent Informational Booklet is available at registration and a Home/School Communication flyer is distributed monthly. Home-school partnership self-evaluation survey was conducted.

Standardized Test Results

Grade 3

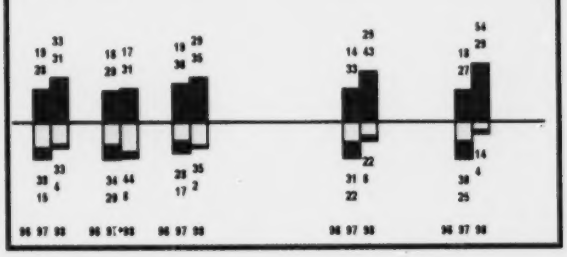
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	81.3	77	77	72.3	86.3
District	66	65.3	53.1	60.5	63.4
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	72	72	71	72	72

Percent of Students in Each Quarter



Grade 4

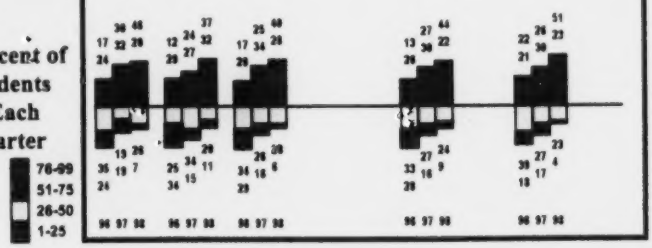
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	59	48.5	53.7	65.6	78.7
	65.9	55.8	56.8	56.1	59.8
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	52	52	52	51	52



Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	70.3	66.3	66	64.5	76
District	67.9	65.8	62.2	59.3	63.9
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	54	54	53	54	53

Percent of Students in Each Quarter



ACT Results		School	District	DDESS	Nation
% Participating	97	NA	65%	35%	37%
	98	NA	53%	67%	37%
Math Avg Score	97	NA	18.9	18.7	20.6
	98	NA	18.9	19	21
English Avg Score	97	NA	20.5	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges; 1-25th, 26-50th, 51-75th, and 76-99th.

Marshall E S
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Fort Campbell, KY 42223-5135

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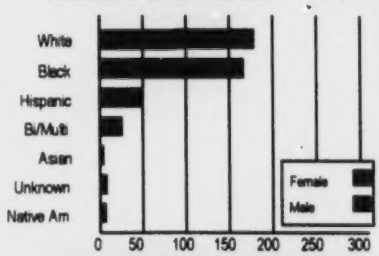
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	47	Met	19.1%	68.1%	12.8%	0%	0%

Fort Campbell, KY

Department of Defense Education Activity
Wassom Middle School (6-8)
1997/98 School Profile
Ken Killebrew, Principal

School Characteristics

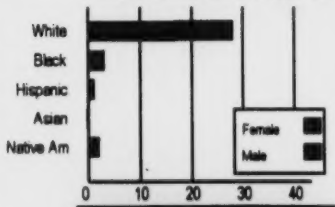
Student Enrollment - 430



Grade	
6	174
7	132
8	124
Total	430

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	FTE
Administrators	2
Classroom Teachers	19
Special Education	4
Other Professionals	9

Teacher Experience	
New	0
1-3	7
4-6	5
7-10	5
> 10	17

Mobility Rate
42% Per Year

Teacher Education	
BA/BS	26 %
MA/MS	74 %
Doctorate	0 %

Special Programs

Grade Offered			
PK-12	Special Education	55	13%
K-8	TAG	17	4%
K-12	ESL	4	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

Wassom Middle School has continued to be recognized as a school of high expectations. As a National School of Excellence, Wassom views learning as a dynamic process and implements curricular and instructional innovations which in practice as well as theory, prove to effectively prepare our students for the 21st century.

We have united with our parents and community to provide the best opportunities for our students to learn. Our partnership with parents has expanded the scope of many of our programs. One example was the combined effort of school, parents and community to present an Earth Day Fair which attracted over 1,000 Fort Campbell students.

Application of technology remains a major focus as can be seen by the increase in our 21st century classrooms and our selection to participate in the Presidential Technology Initiative. Student use of computers as learning tools can be observed daily. Wassom's ability to expand academic knowledge, improve social skills, and enhance the values of every student, while involving parents in the learning process, makes it truly special.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students' use of technology has continued to expand. All students have received instruction and completed guided and independent projects in the use of word processing, database, spreadsheet, and presentation programs. Fifteen Internet stations have been added to classrooms to provide access to all students. Plans are in place to have Internet stations in every classroom.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math and science learning objectives are being aligned with standards from the National Council of Teachers of Mathematics and the National Science Teachers Association. Emphasis continues to be placed on math problem solving and application, thematic learning and portfolio activities. Increasing the number of labs and hands-on activities in science has been very successful.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

All teachers have attended district and in-school training on topics such as technology integration, management and motivation, character education, and thematic learning. Professional development at WMS is a continuous process that assists the implementation of the DoDEA Community Strategic Plan. Student and teacher needs are constantly assessed for workshop development.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A campus network is in place linking Wassom to all other Ft. Campbell Schools and Central Office. Teachers and administrators have direct Internet access, as well as e-mail capability. The Computer Lab has been upgraded to Windows95 implementation. A twenty-five computer lab has been established. Over 25 in-school technology workshops have been conducted this school year.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.4	4.5	4.2
Co-Supporters	4.2	4.3	3.8
Co-Learners	4.2	4.0	3.4
Co-Teachers	4.1	4.2	3.8
Co-Advisors	4.1	4.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

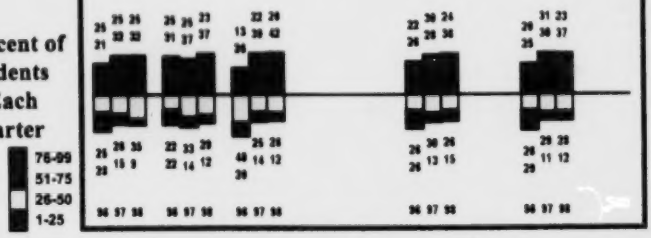
Advancements continue to be made towards the accomplishment of a complete school-home partnership. Our Parent-Teacher Organization continues to grow in membership and activities. Parents have taken advantage of opportunities provided by WMS to be more involved in their children's education. Numerous contributions have been made by our parents to all our educational programs.

Standardized Test Results

Grade 6

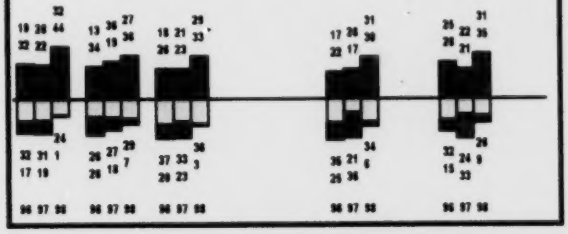
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	56	56.5	56	60.5	54.9
District	56.1	58.8	58.4	61.4	63.3
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	138	138	138	138	138

Percent of Students in Each Quarter



Grade 7

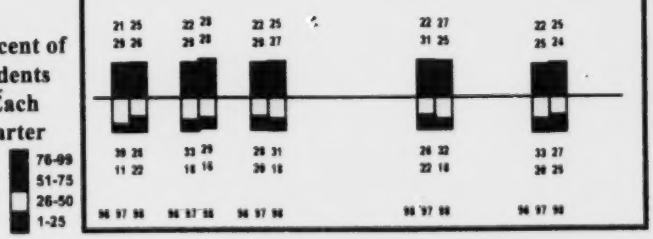
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	65.7	61.7	62.5	65.3	64
District	67.4	62.2	61.7	68	67.3
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	110	110	110	110	110



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	50.7	54	50.7	52.3	49.5
District	61.3	66.3	59.3	64	62
DDESS	62.8	64.5	61.2	60.9	62.2
Nation	50	50	50	50	50
# Students	105	105	105	105	105

Percent of Students in Each Quarter



		School	District	DDESS	Nation
% Participating	97	NA	65%	35%	37%
	98	NA	53%	67%	37%
Math Avg Score	97	NA	18.9	18.7	20.6
	98	NA	18.9	19	21
English Avg Score	97	NA	20.5	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Wassom M S
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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria 75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
8	98	102	Not Met	17.6%	39.2%	29.4%	13.7%	0%

SECTION I

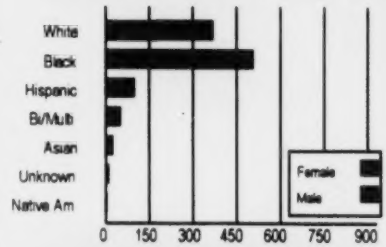
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

FORT JACKSON DISTRICT
1997-1998

Department of Defense Education Activity
Fort Jackson Dependents Schools (PK-6)
1997/98 District Profile
Thomas J. Silvester, Superintendent

District Characteristics

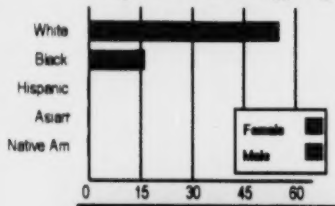
Student Enrollment - 1,037



Grade	
PreK	118
K	130
1	154
2	145
3	154
4	131
5	104
6	101
Total	1037

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	3
Classroom Teachers	45
Special Education	6
Other Professionals	17.4

Special Programs Grade Offered	Program		
PK-12	Special Education	89	9%
K-8	TAG	52	5%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	0
1-3	2
4-6	1
7-10	6
> 10	61

Mobility Rate
44% Per Year

Teacher Education Degree	Teachers
BA/BS	19 %
MA/MS	74 %
Doctorate	7 %

Superintendent's Highlights

The Consolidated South Carolina DDESS District (comprised of Laurel Bay Marine Corp. Air Station at Beaufort and Fort Jackson in Columbia) continued its quest for higher standards and sharing of "Best Practices."

Curriculum alignment was addressed and efforts were continued to match programs to National Standards. Particular emphasis was placed on accountability and assessment issues, especially in preparation for the first year involvement with the new "Terra Nova" multiple assessments instrument.

A district-wide Mentoring Program was implemented and involved the total community. The Commanding General, his staff and 150 military and civilian mentors were involved with school age students. Results were very positive, and the program will be expanded during the 1998-99 school year.

In-service activities included math workshops, accelerated reader sessions, and School Home Partnerships. The first ever "shared" staff development activity was conducted using "in-house" experts for all sessions. Additional accolades were garnered for the district as we continued to celebrate a National Blue Ribbon School and a DDESS Principal-of-the Year.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students continued to have access to technology through utilization of thought provoking software programs, greater involvement with the Accelerated Reader program, and with mastery of the DoDEA Technology objectives. In addition, greater emphasis on research using electronic data resulted in numerous multi-media projects.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The district continued its piloting of a new math series. Latest achievement data indicated that the pilot was successful and will be expanded across more grades. The alignment of math standards with the curriculum and assessment program was completed. Math and science manipulatives continued to be used extensively as instructional tools. Additional materials are on order.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff members were extensively trained in devising and utilizing classroom assessment tools. A sample of teachers was introduced to the Work Sampling System, and will be trained during the summer in order to pilot the program during the 1998-99 school year. Training of teachers and educational aides on new technology issues and equipment was accomplished during the school year.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A survey of staff needs regarding technology was utilized and resulted in numerous mini-workshops across the district. Greater utilization of the Internet and access to computer peripherals, ie. scanners, digital cameras and laser disc players, was accomplished during the year. Technology committees were formed and provided recommendations regarding technology issues.

Average Ratings of SIP Progress		
Tier	District	DDESS
Co-Communicators	4.5	4.2
Co-Supporters	4.1	3.8
Co-Learners	3.9	3.4
Co-Teachers	4.2	3.8
Co-Advisors	3.8	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

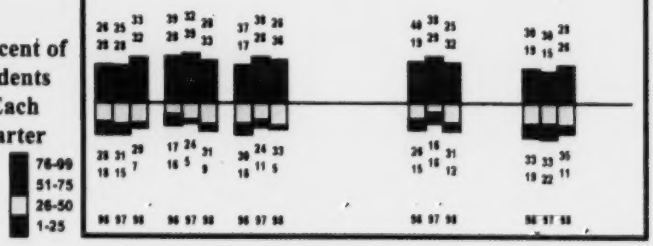
Parents were used throughout the schools as valuable community resources. The rich and diverse experiences of our parents enabled them to co-teach and offer cultural and career activities. A Mentoring Program was implemented during the school year and became extremely successful. One hundred fifty mentors were involved and included the Commanding General and his staff.

Standardized Test Results

Grade 4

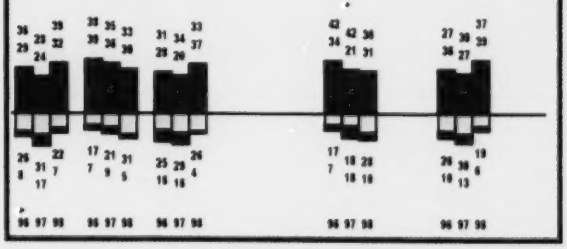
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	62.8	60.4	60	56.8	53
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	129	129	129	129	129

Percent of Students in Each Quarter



Grade 5

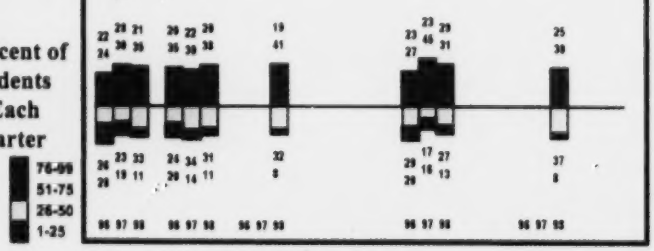
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	66.7	67	64.1	59.5	67.3
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	96	96	96	96	96



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	54.7	53.8	56.5	56.5	54.7
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	84	84	84	84	84

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

South Carolina DDESS Schools
5900 Chesnut Road
Columbia, SC 29206-5365

DSN Phone: 734-6314
Fax Number: (803) 787-7108
Commercial Phone:
(803) 782-2720

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	95	Met	15.8%	75.8%	8.4%	0%	0%

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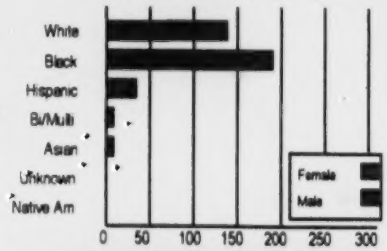
Columbia, SC

Department of Defense Education Activity
Charles Cotesworth Pinckney Elementary School (PK-6)
1997/98 School Profile
Frederick Tanner, Principal

School Characteristics

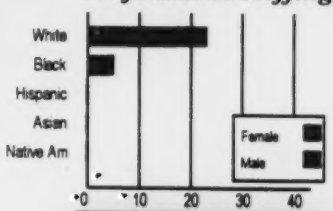
Student Enrollment - 364



Grade	
PreK	28
K	0
1	0
2	0
3	0
4	131
5	104
6	101
Total	364

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	#
Administrators	1
Classroom Teachers	16
Special Education	3
Other Professionals	8

Special Programs			
Grade Offered	Program		
PK-12	Special Education	30	8%
K-8	TAG	39	11%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	3
> 10	25

Mobility Rate
37% Per Year

Teacher Education	
Degree	Teachers
BA/BS	21 %
MA/MS	68 %
Doctorate	11 %

Principal's Highlights

Pinckney expanded its Arts in Basic Curriculum (ABC) Project by providing the following experiences for students this past year. Sixth graders attended a lecture/demonstration by the Columbia City Ballet at the Koger Center for the Performing Arts. Excerpts from "Dracula" and "Romeo and Juliet" highlighted the activity. Creative dance was introduced to the fourth graders in a year long residency. Opera Carolina performed "Amahl and the Night Visitors" to the entire student body. In addition, Pinckney received a special visit from Christian Thee - artist, muralist, and trompe l'oeil (visual deception especially in paintings) authority. We believe these experiences along with many others have helped bring unity to our students academic world and have enhanced their performance in other disciplines.

Pinckney is a member of the nationally recognized Professional Development School for Educational Renewal. It is a tribute to the teachers and staff of Pinckney School to have University of South Carolina faculty want to collaborate to improve teaching and learning. In a strong community effort, Pinckney has sponsored a mentoring program with the command and a wellness exposition involving both MWR and MEDDAC. Pinckney selected to emphasize Benchmarks 3.1 and 3.3. A number of learning activities were developed to increase student learning in writing and social studies.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students continued to improve on their keyboarding and writing skills by working in the computerized writing center. They created research reports using electronic encyclopedias and atlases. In the Jostens Computer Lab science, math and reading skills were reinforced. The Accelerated Reader Program expansion resulted in a 25% increase in the number of books read.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Children continued to take math basic skills timed tests. The Saxon Math Series was adopted by all grade levels and higher level assessments (rubrics) were implemented. Many students participated in the Math Club which met after school on a weekly basis. A variety of hands on math, algebra, and science experiences were provided for all students.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff members led site study groups on the following topics: DoDEA Writing Assessment, Terra Nova, Home School Partnership, the National Writing Project, the use of interactive computer software in the classroom, and a USC Professional Development School workshop on the new assessment for student interns (ADEPT).

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A survey was conducted to determine staff needs and mini-workshops were conducted at a joint inservice with the Fort Jackson and Laurel Bay teachers and staff. Teachers increased their use of technology to provide more creative and thought provoking lessons for students. The staff also learned to access Accelerated Reader data to monitor student reading progress.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.6	4.5	4.2
Co-Supporters	4.0	4.1	3.8
Co-Learners	3.4	3.9	3.4
Co-Teachers	4.0	4.2	3.8
Co-Advisors	3.6	3.8	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

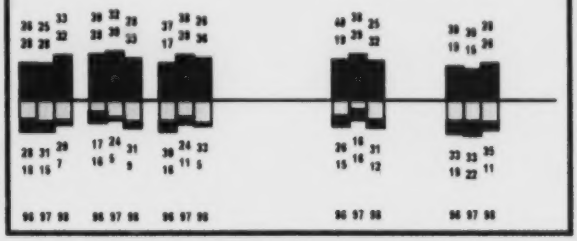
Parents were frequently invited to the school for drop-ins, breakfasts, lunches, and performances. Parent academic involvement was increased by 43% over last year. Parents and community members helped in the science lab, assisted our artists in residence, spoke at honor assemblies, implemented class projects, and chaperoned field trips.

Standardized Test Results

Grade 4

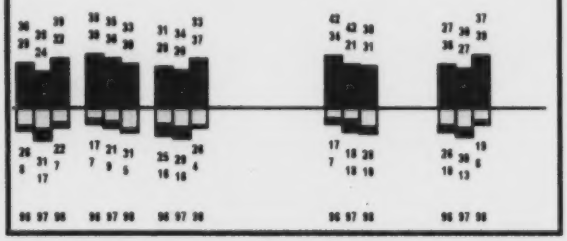
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	62.8	60.4	60	56.8	53
District	62.8	60.4	60	56.8	53
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	129	129	129	129	129

Percent of Students in Each Quarter



Grade 5

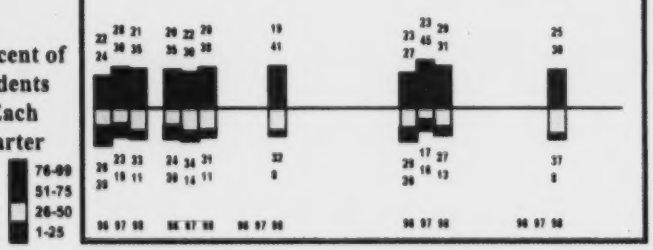
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	66.7	67	64.1	59.5	67.3
District	66.7	67	64.1	59.5	67.3
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	96	96	96	96	96



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	54.7	53.8	56.5	56.5	54.7
District	54.7	53.8	56.5	56.5	54.7
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	84	84	84	84	84

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Columbia, SC 29206

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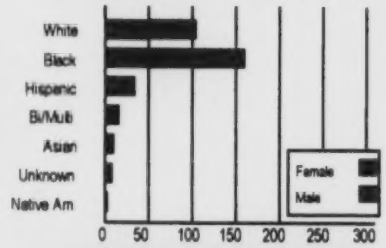
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	95	Met	15.8%	75.8%	8.4%	0%	0%

Columbia, SC

Department of Defense Education Activity
Hood Street Elementary School (PK,2-3)
1997/98 School Profile
Carol George, Principal

School Characteristics

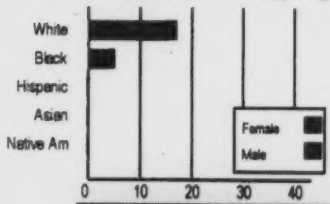
Student Enrollment - 328



Grade	
PreK	29
2	145
3	154
Total	328

Sponsor Affiliation	
Marine	<.5%
Army	98%
Navy	2%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	1
Other Professionals	6.3

Special Programs			
Grade Offered	Program		
PK-12	Special Education	27	8%
K-8	TAG	13	4%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	0
1-3	1
4-6	1
7-10	2
> 10	17

Mobility Rate
41% Per Year

Teacher Education Degree	Teachers
BA/BS	24 %
MA/MS	76 %
Doctorate	0 %

Principal's Highlights

What a wonderful year it has been at Hood Street School! After receiving the National Blue Ribbon Award, morale was at an all-time high...among teachers, students, and parents. Teamwork was exemplified as all members worked together on common goals, and pride and satisfaction were evident in each undertaking.

Although we still have a long way to go, we are so pleased to see some of our dreams finally become reality. Our media center is in the final stages of automation and will be fully operational as an automated system when the 98-99 school year resumes, a goal we have had for years. At long last, new television sets in each classroom permit access to Time Warner Cablevision and its multitude of programs available for educational purposes, something we never before were able to utilize. Cable in the Classroom Comes Home provides opportunities for parent involvement at home as parents tape programs and send them to school resulting in a wonderful video library for teachers and students.

Continued involvement as a USC Professional Development School provides opportunities to have some of the most promising future teachers work in our midst and keep us aware of current trends and issues in our fields as we continue our professional growth.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All HS students took at least one AR test during the course of the year and 55% had their names posted on the AR Wall of Fame indicating Independent Reader status or above. Students continued daily use of Josten's ILS with particular emphasis this year on writing. Software from Microsoft provided opportunities for students to learn new programs and increase technology skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The Saxon Math Program was used in Grade 3 with positive results. Next year the Saxon program will be incorporated in the second grade curriculum. Math and literature were integrated and additional books were placed in the media center and classrooms enabling regular integration of math and literature in a real-world setting. Teacher/parent made math games continued to be used.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Emphasis was placed this year on our special education, particularly an autistic child, and seven educators attended a four day session on autism and shared information with others during staff development sessions. Numerous in-service sessions provided instruction on the use of new technology and an on-site technology course for recertification credit is planned for the summer.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

New computers were placed in the media center and workroom providing teachers opportunities to use new software and computer add-ons that they were unable to use on the small computers in their classrooms. Instruction was provided on the digital cameras, laser disc player, scanners, and new classroom management software was provided to facilitate record-keeping.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.5	4.5	4.2
Co-Supporters	4.1	4.1	3.8
Co-Learners	4.3	3.9	3.4
Co-Teachers	4.3	4.2	3.8
Co-Advisors	3.9	3.8	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

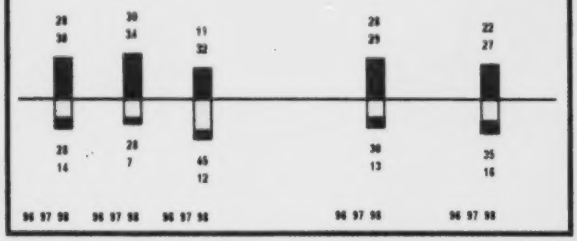
Parents were involved extensively throughout the year. They taught Spanish classes, made math games, prepared booklets at home, assisted in the classroom with computers, served as mentors, and spoke to classes during career awareness units. An open-door policy during lunch provided opportunities for parents to come and have lunch with their child.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	56.8	58	44.7	55.6	50.1
District	56.8	58	44.7	55.6	50.1
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	148	148	145	148	144

Percent of Students in Each Quarter



Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science

NOT APPLICABLE

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

NOT APPLICABLE

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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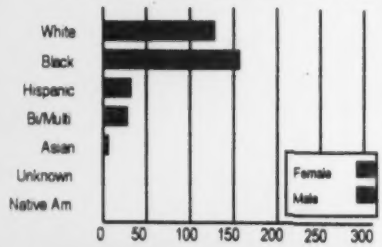
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Columbia, SC

Department of Defense Education Activity
Pierce Terrace Elementary School (PK-1)
1997/98 School Profile
Philip Booth, Principal

School Characteristics

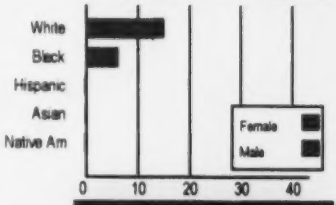
Student Enrollment - 345



Grade	
PreK	61
K	130
1	154
Total	345

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	15
Special Education	2
Other Professionals	3.1

Special Programs

Grade Offered	Program		
PK-12	Special Education	32	9%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	1
> 10	19

Mobility Rate
53% Per Year

Teacher Education

Degree	Teachers
BA/BS	10 %
MA/MS	81 %
Doctorate	10 %

Principal's Highlights

Pierce Terrace School is the early Childhood School on Fort Jackson serving children in pre-kindergarten, kindergarten, and first grade. Kindergarten classes are all full day. Parent volunteers and mentors are a major component of school activities and logged in over 4,000 hours during SY 97-98. A strong Parents Advisory Council strengthens home/school communications and school services.

An associate of the University of South carolina as a Professional Development School (PDS), Pierce Terrace staff members work closely with USC professors in educating all levels of teachers-in-training. This collaboration enhances staff development through joint research projects, workshops, and on site consultation.

Utilizing the diverse resources of the Fort Jackson and Columbia communities, each day the school focuses on living together in our global community. Pupils and members of the community share the customs and traditions of the countries from which they come. Hispanic parent volunteers teach Spanish classes, and an International Day is celebrated each year. Conflict resolution skills are emphasized daily through the P.T. Peace Pals program.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Pupils at each grade level have access to numerous developmentally appropriate, creative, and thought provoking software programs. Assessment of software usage levels in classrooms indicates levels of almost 100 %. Using a staff developed checklist of primary technology skills , beginning at the pre-school level pupils are assessed for developing technology skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Teachers report an overall increase in use of hands-on materials in math and science lessons. With each school newsletter parents receive math and science activities to enjoy with their children at home. A school display features the math/science home activities parents do with their children. 72% of parents indicate they are spending more math/science time with their children.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Continuing their exploration of developmentally appropriate assessment tools, teachers this year explored through readings and a workshop the work sampling assessment program. Concluding a two year effort to refine the math curriculum, teachers completed a new math curriculum guide based on the National Standards.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers continue to indicate increased usage of their upgraded classroom teacher stations. Use of Internet resources by staff and pupils is also increasing. Further technology training is desired and needed when funds become available. The DSAMMS inventory/property management system is fully functional on a district wide level.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.3**	**4.5**	**4.2**
Co-Supporters	**4.0**	**4.1**	**3.8**
Co-Learners	**4.0**	**3.9**	**3.4**
Co-Teachers	**4.1**	**4.2**	**3.8**
Co-Advisors	**3.9**	**3.8**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

A Parents Corner was established in the school library this year. Board games appropriate for young children are available for parents to take home and use during quality family time as are parenting materials. Pre-school teachers and the counselor conduct parent workshops, and the Post Commander sponsors a military mentoring program in the school.

Standardized Test Results

1998 Median Percentiles for: **School** **District** **DDESS** **Nation**

 # Students

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

Benchmark 3.1			**Benchmark 4.3**	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

Benchmark 3.1			**Benchmark 4.3**	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1998 Median Percentiles for: **School** **District** **DDESS** **Nation**

 # Students

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

Benchmark 3.1			**Benchmark 4.3**	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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(803) 782-1772

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

SECTION J

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

FORT KNOX DISTRICT
1997-1998

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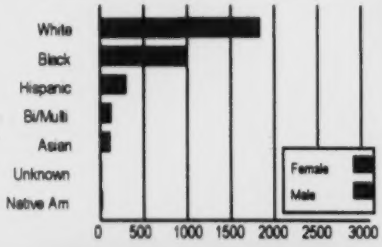
Department of Defense Education Activity
Fort Knox Dependents Schools (PK-12)
1997/98 District Profile
Frank A. Calvano, Superintendent

District Characteristics

Student Enrollment - 3,307



Special Programs			
Grade Offered	Program		
PK-12	Special Education	309	9%
K-8	TAG	182	7%
K-12	ESL	37	1%
AP Courses Offered		7	
Students Taking AP Courses		46	19%

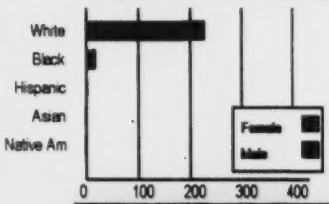
Grade	
PreK	287
K	354
1	333
2	299
3	296
4	263
5	254
6	212
7	220
8	207
9	194
10	148
11	121
12	119
Total	3307

Sponsor Affiliation	
Marine	1%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	5
4-6	16
7-10	34
> 10	166

Mobility Rate
45% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	10
Classroom Teachers	168.5
Special Education	20.1
Other Professionals	42.9

Teacher Education	
Degree	Teachers
BA/BS	10 %
MA/MS	88 %
Doctorate	2 %

Superintendent's Highlights

Fort Knox Community Schools made great strides in providing for students in the lowest quartile by implementing an Extended School Service program. Mastery Learning strategies are implemented during after school sessions to help lowest achieving students reach learning objectives.

In technology, five of eight schools hired an Education Technologist to increase teachers' use of technology in instruction. Teachers in grades one through three are using a computerized report card.

Districtwide professional development sessions, in the areas of technology, math, and Mastery Learning, focused on improving student achievement. The implementation of Mastery Learning was supported by professional development sessions on differentiating instruction.

Parents, as co-learners, were provided many opportunities to participate in workshops on a variety of topics, such as helping with homework and effective discipline.

The Post Commander granted to all sponsors a half day within the duty schedule for volunteer work at the schools. This support for Goal 8 (School-Home Partnership) has resulted in hours of participation and benefit for parents and staff alike.

Continuing use of TQE processes empowers both stakeholders and customers.

DoDDS Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All eight schools are integrating keyboarding and word processing skills into the curriculum. The schools are participating in the establishment of additional student technology skills, including Internet skills. Five schools employ an Education Technologist to increase student and teacher proficiency with technology tools.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Workshops are conducted for all K-8 teachers on new math curriculum, alignment with CTBS/5 Terra Nova, and textbook selection. New texts and new supplementary materials are selected and ordered to meet NCTM Standards. Formative science assessments, aligned with the CTBS/5 Terra Nova assessment and science standards, are developed for grades 2-12.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The District Professional Development Policy, stressing school-based professional development organization, is written. Each school created, implemented, and evaluated a professional development plan/schedule emphasizing Mastery Learning, math, technology, and CTBS/5. School Improvement Plan video, "The Best of SIP", and SIP sharing are completed.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

All schools, the central office, and most classrooms are connected to the Internet. Each of five new gyms is linked to the school's computer network and television system. Staff attended Internet classes and other technology training programs compatible with job function. The district successfully implemented a computerized kindergarten through third grade report card.

Average Ratings of SHIP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**4.3**	**4.2**
Co-Supporters	**3.6**	**3.8**
Co-Learners	**3.2**	**3.4**
Co-Teachers	**3.6**	**3.8**
Co-Advisors	**3.5**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

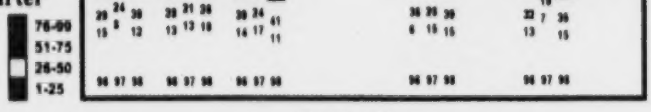
Based on parent survey results the district purchased "Virtual School", a web site promoting home-school communications. With the support of post officials and a volunteer coordinator, 7200 volunteer hours in the schools were secured. "PostCards" for key communicators, highlighting the school/home partnership successes, are produced and distributed to school community members.

Standardized Test Results

Grade 3

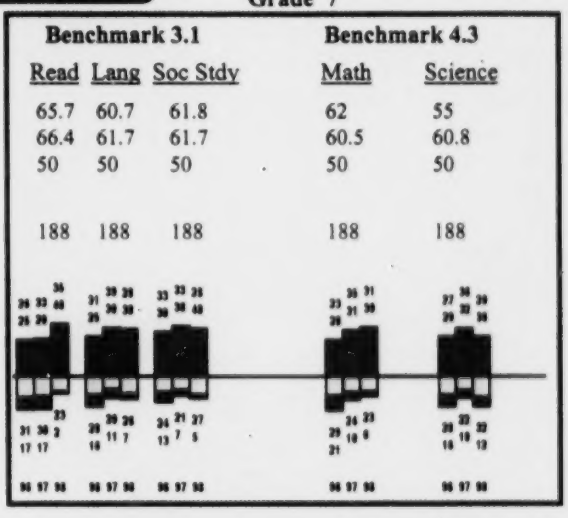
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	55.8	60.1	49	55.7	50.6
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	260	260	257	260	261

Percent of Students in Each Quarter



Grade 7

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	65.7	60.7	61.8	62	55
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	188	188	188	188	188



Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	70.5	63.8	67.3	62.7	60.3
DDESS	67.8	66.7	68.9	64.8	64.5
Nation	50	50	50	50	50
# Students	144	144	146	145	146

Percent of Students in Each Quarter

ACT Results				
		District	DDESS	Nation
% Participating	97	77%	35%	37%
	98	78%	67%	37%
Math Avg Score	97	18.6	18.7	20.6
	98	19.1	19	21
English Avg Score	97	19.4	19.6	20.3
	98	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Fort Knox, KY 40121-2707

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Commercial Phone:
(502) 624-2345

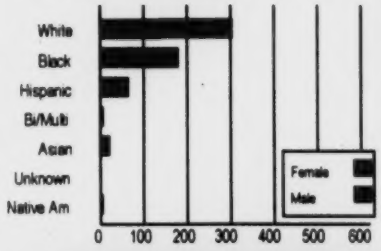
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Knox, KY

Department of Defense Education Activity
Fort Knox High School (9-12)
1997/98 School Profile
Michael Minutelli, Principal

School Characteristics

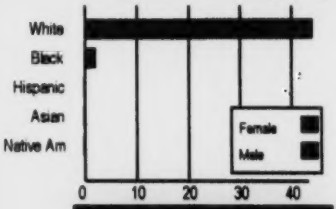
Student Enrollment - 582



Grade	
9	194
10	148
11	121
12	119
Total	582

Sponsor Affiliation *	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	2
Classroom Teachers	38
Special Education	3
Other Professionals	3

Special Programs			
Grade Offered			
PK-12	Special Education	43	7%
K-8	TAG	N/A	N/A
K-12	ESL	1	<.5%
AP Courses Offered		7	
Students Taking AP Courses		46	19%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	9
> 10	34

Mobility Rate
25% Per Year

Teacher Education	
Degree	Teachers
BA/BS	14 %
MA/MS	86 %
Doctorate	0 %

Principal's Highlights

School year 97-98 saw Fort Knox High School usher in a student success initiative: "Minds on for Mastery". The framework for student success is built on alignment-correctives-reteaching/enrichment-retesting. An immediate goal was to move the bell curve to the right, whereby reversing the 20/80 grade structure of distinction/other grades. We were successful!! Our totals for Semester I were 81% grades of distinction (A, B or C).

SY 97-98 saw FKHS become "technology central". Internet access in all classrooms opened up new avenues for technological integration into the daily curriculum. The student licensing program was a great success as 70% of our students activated their access opportunity to the internet. Parallel to student access was a course for parents to learn the uses and opportunities of the internet, as well as being in tune with their child's' education.

Can't leave out that dynamic senior class who took the student success initiative to heart and averaged SAT scores of 566 (Verbal) and 536 (Math).

Continuous quality improvement practices seek out the "voice of the customer". We responded with computer-driven voice mail, logging over 5000 calls to parents as we increased home/school communication.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

96% of all grade 9-12 students were provided a training tutorial about the internet, assessed for mastery (minimum standard: 80% theory, 100% practical) and awarded licenses; 70% chose to activate their opportunity for access by filing parental permission forms. The Keyboarding/Intro. Comp. course for all incoming freshmen gained a net increase of 9 words per minute.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A 30 item pre-test for each CTBS science level, grades 9-11, was created. Item analysis will drive teach-to-test strategy in preparation for Terra Nova 1999; Terra Nova 1998 results will create a baseline. Utilizing the principles of mastery learning (alignment, correctives, re-teaching/enrichment, re-testing), the goal to increase class GPA average above 2.0 was exceeded by 7%.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Exceeded target goal by 14% for instructional technology integration. Examples: English e-mailing projects to Spain, Mexico and R.I.; Science visits to Mad Scientist network, NEIC: earthquake info, Los Alamos national lab, astronomy picture of the day, full coverage of the solar eclipse; Talon video visits to NBC studios; Social Studies to CIA fact book, stock market game.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Using automated voice mail, we have an info call-in number, senior hot topics line, homework hot-line and general information. Outgoing/incoming calls exceeded 6000 contacts. Textbook management program is past start-up; working to exceed Aug 98 goal.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.0**	**4.3**	**4.2**
Co-Supporters	**3.0**	**3.6**	**3.8**
Co-Learners	**2.6**	**3.2**	**3.4**
Co-Teachers	**3.0**	**3.6**	**3.8**
Co-Advisors	**3.2**	**3.5**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Academic status reporting has exceeded all expectations with student sign-off before mailing, and follow up with automated voice mail to parents. Voice mail calls exceeded 5000 (all categories). We continue to require 100% parental sign-off on all course selections. Four internet workshops totaling 13.5 hours were presented for parents--Topics: general start-up and uses, & email.

Standardized Test Results

Grade 9

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	61.5	61.2	58	49.6	53.4
District	61.5	61.2	58	49.6	53.4
DDESS	66.5	63	61.3	56.4	59.1
Nation	50	50	50	50	50
# Students	177	177	178	180	179

Percent of Students in Each Quarter

Grade 10

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	70.5	63.8	67.3	62.7	60.3
District	70.5	63.8	67.3	62.7	60.3
DDESS	67.8	66.7	68.9	64.8	64.5
Nation	50	50	50	50	50
# Students	144	144	146	145	146

Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	63.3	58.2	60	52.5	51.5
District	63.3	58.2	60	52.5	51.5
DDESS	64.5	62.1	63.3	57.6	60.1
Nation	50	50	50	50	50
# Students	106	106	105	106	106

Percent of Students in Each Quarter

VCT Results					
		School	District	DDESS	Nation
% Participating	**97**	**77%**	**77%**	**35%**	**37%**
	98	**78%**	**78%**	**67%**	**37%**
Math Avg Score	97	18.6	18.6	18.7	20.6
	98	19.1	19.1	19	21
English Avg Score	97	19.4	19.4	19.6	20.3
	98	19.8	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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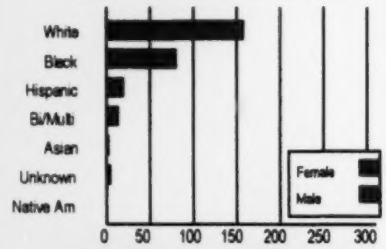
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria 75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**

Fort Knox, KY

Department of Defense Education Activity
Kingsolver Elementary School (PK-3)
1997/98 School Profile
William Lyon, Principal

School Characteristics

Student Enrollment - 261



Grade	
PreK	41
K	45
1	63
2	45
3	67
Total	261

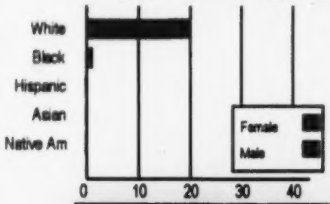
Special Affiliation	
Marine	4%
Army	95%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered		Number Enrolled	
PK-12	Special Education	35	13%
K-8	TAG	12	5%
K-12	ESL	7	3%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	0
> 10	8

Mobility Rate
43% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	11
Special Education	1.3
Other Professionals	4.6

Teacher Education	
Degree	Teachers
BA/BS	5 %
MA/MS	90 %
Doctorate	5 %

Principal's Highlights

Kingsolver Primary School is dedicated to serving our students and community. Our school improvement strategies and action plans have been developed to ensure student growth. We have made two important school improvements that make this school year stand out.

Our first growth is our understanding that plans for change are coming over time. For example, students' growth in keyboarding and work processing, already strong for an elementary school, continues to increase from year to year. Likewise, our math strategy for strengthening math computation continues to increase student scores as strategies implemented with students last year continue to improve learning the following school year. The same is true for adult learning in technology as adults increase their skills and share learning from year to year. Where we are finding successful strategies, we continue to implement these plans with improvements. Our second major change is developing "co-learner" training for parents. Two training sessions were provided to parents including effective parenting skills and student technology learninig. In both cases parents increased their knowledge and skills in helping their children in school.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Student skills were increased in keyboarding. School keyboarding skills increased the GWPM (gross words per minute) by 1.4 and accuracy by 3%. Baseline scores were established for third graders in both electronic card catalog and word processing.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

End-of-year averages were computed and compared with SY 96-97. Addition, subtraction and multiplication scores increased. Gender study indicated males scored lower than females. Problem solving strategies were emphasized throughout the school year. Science basic knowledge tests were given to establish base scores.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Training was provided in the areas of Mastery Learning, Assessment, Computer-Generated Report Card, and Technology. Mastery Learning in-services provide an instructional structure to assist all students' learning at a higher level. Report card training allows us to provide more specific information to parents. All training leads to greater student achievement.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A computer-generated report card was introduced, training provided, and implemented. This report card provides parents increased information to benefit student learning. A technology self-assessment rubric was designed that identified a baseline of adults' skill levels in eight categories. Increased adult technology skills increase learning for children.

Average Ratings of SIIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.6	4.3	4.2
Co-Supporters	4.1	3.6	3.8
Co-Learners	3.9	3.2	3.4
Co-Teachers	4.1	3.6	3.8
Co-Advisors	4.0	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Kingsolver focused on parents as "co-learners" by offering parent training sessions on technology and parenting skills. Pre and Post test results showed both programs were very successful. Parents were surveyed for the third year concerning the effectiveness of 9 areas of communication. Results indicated 8 out of 9 areas have been highly effective over the three year period.

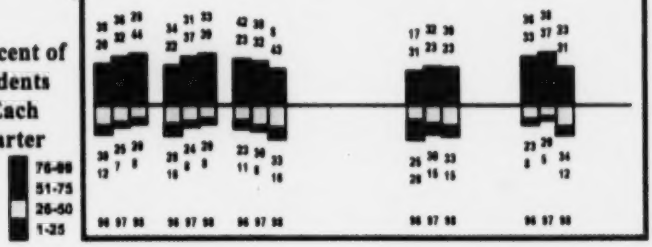
Standardized Test Results

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	65	66	51	55	53
District	55.8	60.1	49	55.7	50.6
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	61	61	61	61	61

Percent of Students in Each Quarter



Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1998 Median Percentiles for:

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

School
District
DDESS
Nation
 # Students

NOT APPLICABLE

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

ACT Results					
		School	District	DDESS	Nation
% Participating	97	NA	77%	35%	37%
	98	NA	78%	67%	37%
Math Avg Score	97	NA	18.6	18.7	20.6
	98	NA	19.1	19	21
English Avg Score	97	NA	19.4	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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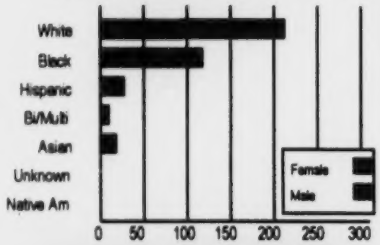
Fort Knox, KY

Department of Defense Education Activity
Macdonald Intermediate School (4-6)
1997/98 School Profile
Nan Spalding, Principal

School Characteristics

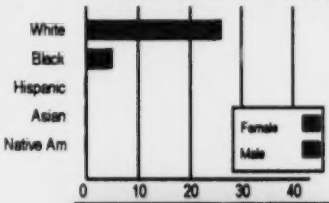
Student Enrollment - 378



Grade	
4	130
5	140
6	108
Total	378

Sponsor Affiliation	
Marine	2%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	2.5
Other Professionals	8.5

Special Programs			
PK-12	Special Education	51	13%
K-8	TAG	38	10%
K-12	ESL	2	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Year	Teachers
New	0
1-3	1
4-6	0
7-10	2
> 10	27

Mobility Rate
39% Per Year

Teacher Education Degree	Teachers
BA/BS	10 %
MA/MS	87 %
Doctorate	3 %

Principal's Highlights

The single most rewarding highlight of the year for the faculty and staff of Macdonald School faculty and staff was the realization our parents appreciate and value the many ways we communicate with them. The consensus was we had reached full home-school partnership. We believe good communications, and the resulting trust, between home and school will result in no problems too great to solve and no goals too ambitious to reach. Our parent volunteerism has become more extensive; for example, each of our extra-curricular clubs and activities has a parent co-sponsor.

In the belief that all academic success will be enhanced by strong reading and mathematics skills, the entire faculty and staff enthusiastically committed themselves to our Mastery Learning Plan which concentrated on these two academic areas. Analysis of our data indicates we achieved our goals of an average increase of one grade one month in both reading and mathematics for each child who has been enrolled at Macdonald for the past full year.

Student technological competencies were strengthened by use of keyboarding programs which were acquired for each classroom. Teaching strategies such as cooperative learning were used.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The technology proficiency of Macdonald Intermediate School students was enhanced through our keyboarding program, Accelerated Reader Program, and before school computer classes in math and reading. Classroom computers were utilized to improve keyboarding skills through the Mavis Beacon program. Internet access helped teachers strengthen student learning.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Faculty participated in a survey to determine how math instructional time could be increased to facilitate Mastery Learning. Report card grades were used as a measure of success. Student and teacher attitudes toward science instruction were studied.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The faculty actively participated in successfully planning, scheduling, and attending 18 hours of inservice. A full day of training was offered in: Project Achieve (a Proactive Plan for Student Behavior), Mastery Learning, and Computer Training on the Oscar-Marks grading system. In addition, six hours of inservice was offered for both math and writing portfolio training.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Macdonald School and district databases continue to be utilized to record attendance, test scores, human resource information, and student health information. Technology proficiency was enhanced by completing installation of Internet and Oscar-Marks. Technology training in Internet, Oscar-Marks, and other areas enabled faculty and staff to begin to utilize each program.

Tier	School	District	DDESS
Co-Communicators	4.3	4.3	4.2
Co-Supporters	3.6	3.6	3.8
Co-Learners	3.1	3.2	3.4
Co-Teachers	3.4	3.6	3.8
Co-Advisors	3.5	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

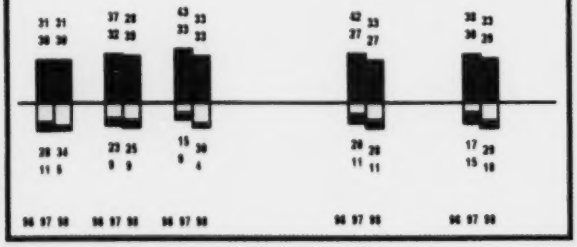
As a result of the School Home Partnership Self Evaluation conducted last spring, more of the multi-tiered goals were addressed. Added to the plan were parents as co-teachers and co-advocates. Parent involvement is on the rise at Macdonald School because of the ongoing efforts of the faculty and staff.

Standardized Test Results

Grade 4

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	61	61.9	58.7	57.8	63.3
District	63.1	59.6	58.9	57.4	62.2
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	122	122	126	124	126

Percent of Students in Each Quarter



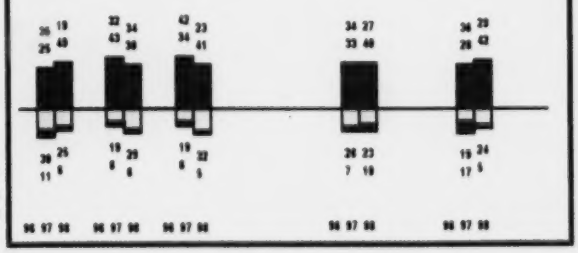
Grade 5

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	63.7	62.4	65.5	53.8	58.6
	69.7	63.7	63.4	58	59.9
	63.2	60.5	62	56.7	63.2
	50	50	50	50	50
	124	124	123	124	123

Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	61.6	62.7	59	59.7	62.4
District	60.7	60	59.7	60	64.3
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	79	79	79	78	79

Percent of Students in Each Quarter



SAT-9 Results

		School	District	DDESS	Nation
% Participating	97	NA	77%	35%	37%
	98	NA	78%	67%	37%
Math Avg Score	97	NA	18.6	18.7	20.6
	98	NA	19.1	19	21
English Avg Score	97	NA	19.4	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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DoDEA Writing Assessment

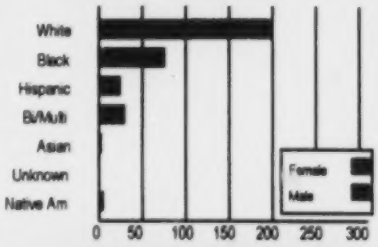
Grade	Yr	Number Tested	Benchmark Criteria: 75% => Proficient	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Knox, KY

Department of Defense Education Activity
Mudge Elementary School (PK-3)
1997/98 School Profile
Roger Richardson, Principal

School Characteristics

Student Enrollment - 332



Grade	
PreK	61
K	76
1	73
2	70
3	52
Total	332

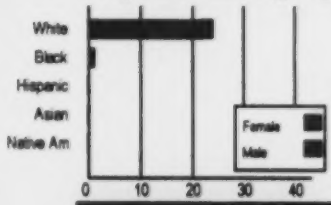
Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered			
PK-12	Special Education	20	6%
K-8	TAG	9	3%
K-12	ESL	7	2%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years Teaching	Teachers
New	0
1-3	0
4-6	2
7-10	6
> 10	14

Mobility Rate
53% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	1.5
Other Professionals	2.5

Teacher Education	
Degree	Teachers
BA/BS	12 %
MA/MS	88 %
Doctorate	0 %

Principal's Highlights

Mudge School is committed to providing a nurturing and caring environment for a very transient student population. The staff's mission is to provide a learner-centered quality educational program that will motivate and prepare students for continued success in life. The implementation of Mastery Learning this year had a positive impact on the instructional program for all students. A key to the success of this initiative was the development of a common belief system by the staff.

An extended school services program called PROMISE was implemented this year to help pupils master essential learning goals in reading and math.

The Mudge Math Curriculum Skills Test results indicate that K-3 pupils made significant progress from October to April. A comparison of pre- and post-test results indicate an average overall increase of 21%. Outstanding achievement medals were given to 37 K-3 students (15% of pupils) for their scores on above grade level tests.

Results of a district Formative Science Assessment indicate that grade 2 and 3 pupils made significant progress from September to April. A comparison of pre- and post-test results indicate an average increase of 24%.

Excellent progress was made this year by K-3 students on Keyboarding Tests and by grade 1-3 pupils on Word Processing Tests.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

To increase pupil proficiency, targeted computer skills were taught in grades K-3 at the beginning of many computer lab periods. Classroom instruction of computer skills also increased. A word processing test was developed and administered in grades 1-3 to establish a baseline. A keyboarding test in kindergarten set a baseline and in grades 1-3 measured progress.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Instruction and student learning has focused on "Emphasis Areas" in the new Math Curriculum. To maximize student achievement and motivation, the writing of individualized math goals has increased and awards were presented on Honors Day. A science assessment was developed and given to measure progress of aligning science instruction with the curriculum and CTBS.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The main emphasis of professional development has been Mastery Learning. Initial implementation of Mudge's comprehensive plan has required continuous study to identify essential student learnings, use appropriate instructional strategies and evaluation tools, and provide for reteaching, retesting, and enrich-ment as needed. Inservice has been provided in technology and math.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

An Education Technologist was employed to help integrate multimedia technology across the curriculum to include use of the computer and support hard- and software. Inservice on technology tools has been provided as well as individual support given to all staff members. Internet training has been completed by everyone, and computerized progress reports are now possible.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.5	4.3	4.2
Co-Supporters	4.3	3.6	3.8
Co-Learners	4.4	3.2	3.4
Co-Teachers	4.3	3.6	3.8
Co-Advisors	3.9	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

All tiers of the School-Home Partnership have been addressed. Assignment notebooks and other media have been used to improve communication. After determining parent "learning" needs, eight informational workshops were held. Parents/community volunteers have been used as co-supporters/co-teachers. Parent-teacher forums were held to obtain information for decision-making.

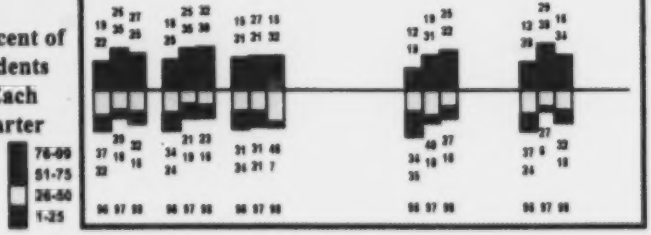
Standardized Test Results

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	53	58	49.3	57.5	50.3
District	55.8	60.1	49	55.7	50.6
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	44	44	44	44	44

Percent of Students in Each Quarter



Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1998 Median Percentiles for:

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

Students

Percent of Students in Each Quarter

NOT APPLICABLE

NCA Results					
% Participating	97	NA	77%	36%	37%
	98	NA	78%	67%	37%
Math Avg Score	97	NA	18.6	18.7	20.6
	98	NA	19.1	19	21
English Avg Score	97	NA	19.4	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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DoDEA Writing Assessment

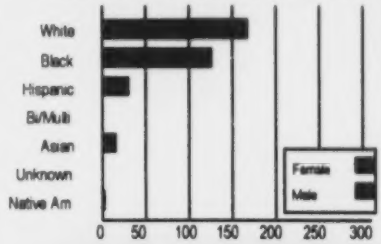
Grade	Yr	Number Tested	Benchmark Criteria	Percent at Each Performance Level				
			75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Knox, KY

Department of Defense Education Activity
Pierce Elementary School (PK-3)
1997/98 School Profile
Youlanda Washington, Principal

School Characteristics

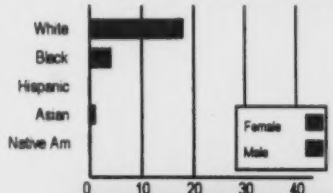
Student Enrollment - 310



Grade	
PreK	47
K	74
1	31
2	67
3	71
Total	310

Branch of Affiliation	
Marine	2%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	3
Other Professionals	2

Special Programs Grade Offered	Program		
PK-12	Special Education	31	10%
K-8	TAG	17	5%
K-12	ESL	3	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	0
1-3	0
4-6	4
7-10	4
> 10	15

Mobility Rate
66% Per Year

Teacher Education Degree	Teachers
BA/BS	9 %
MA/MS	91 %
Doctorate	0 %

Principal's Highlights

Pierce School's emphasis this year was to integrate the school/home partnership 5-tier Framework in every area of the school. Our parents were invited to a school tour and luncheon with their child(ren). Each parent who attended received a copy of the School Improvement Plan (SIP). They participated in a computer class and were shown the new math curriculum and adoption series. Parents also participated in an introductory class on the computer-gererated report card, a reading workshop, and a CTBS/5 -- the new standardized assessment -- workshop.

Another success for the school was the addition of a tutoring program. Teachers identified students who needed extra support in reaching mastery levels in the areas of math and reading. Tutoring groups were held during the instructional day. Grade level teams provided after school tutoring two or three days a week. In addition, our guidance counselor held Saturday morning tutoring sessions.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The creation of a school web page has been completed. An Educational Technologist was hired in April. The Educational Technologist administered the posttest for keyboarding skills proficiency in grades 1, 2, and 3. Results: (WPM = words per minute; XX% = accuracy) Gr. 1 - 6.4 WPM, 95%; Gr. 2 - 7.2 WPM, 93%; Gr. 3 - 16.0 WPM, 88%.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The focus was to design and incorporate a daily science warm-up activity (Daily Oral Science). Grade 1 teachers designed a pre- and posttest as a means to measure growth. Fifty-eight students were tested; 48 scored in the mastery range (80-100%). Ten students were re-tested and reached mastery.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The staff participated in several staff meetings that focused on the implementation of the new curriculum. Teachers shared actual lessons they had taught and provided student work samples. Focus was on understanding the curriculum, improving instruction, administering the appropriate type of assessment, and teaching to facilitate mastery learning.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers used a computer-generated report card for the first time this year. Other support staff worked on learning how to use the Internet and e-mail.

Average Ratings of SIP Progress			
Tier	School	District	DDESS
Co-Communicators	5.0	4.3	4.2
Co-Supporters	4.1	3.6	3.8
Co-Learners	3.5	3.2	3.4
Co-Teachers	4.3	3.6	3.8
Co-Advisors	4.0	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

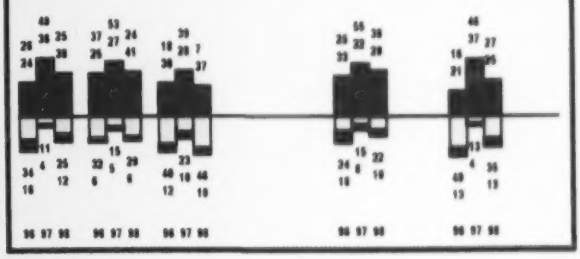
Seventy parents volunteered three to four days a week. Our volunteers played a vital role in the area of co-teachers. Six parents were trained as Reading Recovery support personnel. Several parents co-taught units in science and math.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	61.3	60	48.5	66.5	52
District	55.8	60.1	49	55.7	50.6
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	68	68	68	68	68

Percent of Students in Each Quarter



Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science

NOT APPLICABLE

1998 Median Percentiles for: School / District / DDESS / Nation / # Students

Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science

NOT APPLICABLE

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

ACT Results		School	District	DDESS	Nation
% Participating	97	NA	77%	35%	37%
	98	NA	78%	67%	37%
Math Avg Score	97	NA	18.6	18.7	20.6
	98	NA	19.1	19	21
English Avg Score	97	NA	19.4	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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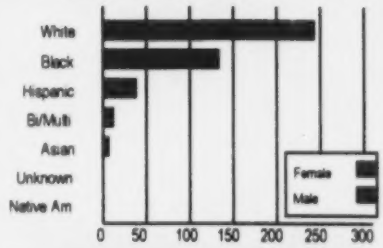
DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	

Fort Knox, KY

Department of Defense Education Activity
Scott Middle School (7-8)
1997/98 School Profile
Cora Wood, Principal

School Characteristics

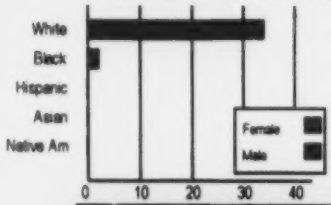
Student Enrollment - 427



Grade	
7	220
8	207
Total	427

Sponsor Affiliation	
Marine	3%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	22.5
Special Education	3.3
Other Professionals	5

Special Programs

Grade Offered	Program		
PK-12	Special Education	39	9%
K-8	TAG	42	10%
K-12	ESL	2	<.5%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	0
1-3	0
4-6	2
7-10	2
> 10	24

Mobility Rate
32% Per Year

Teacher Education	
BA/BS	11 %
MA/MS	89 %
Doctorate	0 %

Principal's Highlights

Initiating and implementing Mastery Learning was a major area of focus for this school year at Scott School. Components of the program designed to improve student achievement included (a) oppotunities for students to receive re-teaching and re-testing and (b) an after-school tutoring program.

Technology remained an area of focus again this year. Having received Internet training during the first month of school, staff members immediately explored the new learnings, and the media center promptly added Internet to student opportunities for research. The Educational Technologist, newly assigned this year, single handedly pieced together approximately ten computers and created a second computer laboratory containing computers with Windows capability. The second lab, near its completion, will be available to students next year, allowing students to work in large gourps on a wide variety of projects ranging from word processing to multi-media presentations. The second lab has already provided an opportunity for staff members to receive additional technology training. All Fort Knox Community Schools will initiate "Virtual School", an interactive Internet program, during the 1998-1999 school year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All Scott students received keyboarding and word processing instruction. Both 7th and 8th grade students averaged 85% accuracy on a timed keyboarding assessment. 7th grade students averaged 15.4 words per minute, and 8th grade students averaged 18.1 words per minute. 7th and 8th grade students, randomly sampled, averaged 97% on their Word Processing Skills Test.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The Formative Science Assessment was completed and administered in May '98. Students' scores from this assessment will be compared to students' scores on the CTBS/5, and the degree of correlation will be established. Based on data collected from administering the Brigance Diagnostic Inventory of Basic Skills, success groupings in math proved beneficial to most students.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional Development was designed to support two major themes: (a) Writing Across the Curriculum - to improve students' writing samples in all content areas; and (b) Technology - to increase staff members' technical expertise and confidence with technology. Technology training included Internet, basic word processing, Windows '95, Clipart, graphics, and tables.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Internet was fully embraced across the school. In conjunction with district efforts, Scott recently designed a home-page through the post's web-site and will implement Virtual School, an interactive Internet program, during the next school year. The computerized midterm progress report was successfully accomplished; a computerized nine-week progress report will be explored.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.2**	**4.3**	**4.2**
Co-Supporters	**3.4**	**3.6**	**3.8**
Co-Learners	**3.0**	**3.2**	**3.4**
Co-Teachers	**3.2**	**3.6**	**3.8**
Co-Advisors	**3.2**	**3.5**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Issuing a midterm progress report which required a parent's signature was instrumental in producing the following results: on average, over 70% of those students reporting two or more D's and/or F's at midterm improved their grades by the end of the nine-week grading period. Student agenda books provided an excellent source of communication and enhanced school-home partnership.

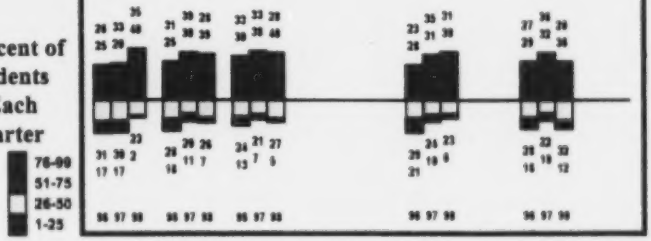
Standardized Test Results

Grade 7

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	65.7	60.7	61.8	62	55
District	65.7	60.7	61.8	62	55
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	188	188	188	188	188

Percent of Students in Each Quarter



Grade 8

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	61.7	64.2	62.7	52.8	63.2
	61.7	64.2	62.7	52.8	63.2
	62.8	64.5	61.2	60.9	62.2
	50	50	50	50	50
	185	185	185	185	185

1998 Median Percentiles for: **School** **District** **DDESS** **Nation**

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science

 # Students

Percent of Students in Each Quarter

NOT APPLICABLE

76-99
51-75
26-50
1-25

ACT Results					
		School	District	DDESS	Nation
% Participating	97	NA	77%	35%	37%
	98	NA	78%	67%	37%
Math Avg Score	97	NA	18.6	18.7	20.6
	98	NA	19.1	19	21
English Avg Score	97	NA	19.4	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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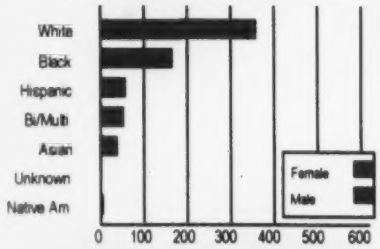
Fort Knox, KY

Department of Defense Education Activity
Van Voorhis Elementary School (PK-3)
1997/98 School Profile
Joseph Medley, Principal

School Characteristics

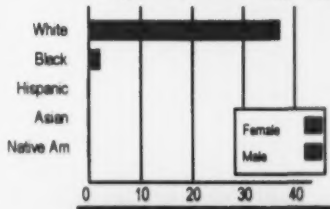
Student Enrollment - 666



Grade	
PreK	138
K	159
1	146
2	117
3	106
Total	666

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	2
Other Professionals	10.3

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	42	6%
K-8	TAG	32	5%
K-12	ESL	13	2%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Year	Teachers
New	1
1-3	2
4-6	5
7-10	8
> 10	23

Mobility Rate
47% Per Year

Teacher Education Degree	Teachers
BA/BS	10 %
MA/MS	90 %
Doctorate	0 %

Principal's Highlights

This has been a uear of transition for Van Voorhis School, as we added 250 new students and 25 new staff memebers at the beginning of the school year. This increase in size has presented us with many new and exciting opportunities.

Working through our PTO, as well as teacher/parent communications, we brought 156 parent volunteers into the school on a weekly basis. These volunteers assisted in classroom activities, tutored 1st-grade readers, provided popcorn for students and staff each week, and supported fundraising projects such as bookfairs, PTO Fall Festivals, and the Fall Ice Cream Social co-sponsored by the school and the PTO.

We also joined Ireland Army Hospital in the Adopt-A-School Program. Our students have visited the hospital on several occasions to sing carols, deliver Valentine's Day cards, and present programs to the hospital staff for Women's History Month and Black History Month. In May, the hospital and school will co-sponsor a community health fair that is open to all Fort Knox soldiers and their families.

We combined the district's Mastery Learning Initiative with our Benchmark 4.3 planning, setting our focus on math and science learning in grades 1 through 3.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Focus this year was on keyboarding and word processing skills in 1st, 2nd, and 3rd grades, in accordance with the standards set forth by the district Student Technology Skills Committee. Fall and spring keyboarding tests were given to chart progress and to provide a database for the work of the Benchmark 3.10 committee.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

Focus of the Mastery Learning plan was tied into Benchmark 4.3. A Mastery Learning Form was utilized by classroom teachers to give the Benchmark 4.3 committee data for end-of-year status reports and teachers feedback on how many of their students were achieving mastery level learning in math. Formative science assessments for fall and spring were added to our database.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional Development for Van Voorhis has focused on Mastery Learning, the new math curriculum and text selection, as well as a school-wide discipline plan. The new math curriculum will continue to receive attention as we plan for professional development. Teaching modules for strengthening School Improvement Plan (SIP) implementation will also be a focus.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The development of a Technology Portfolio for teachers by the Benchmark 10.8 committee allows staff members to record student instruction, as well as their own learning and growth in the technology area. The establishment of "techno-buddies" allows teachers to share their expertise with each other when time constraints prevent whole-group instruction.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.0**	**4.3**	**4.2**
Co-Supporters	**3.5**	**3.6**	**3.8**
Co-Learners	**2.9**	**3.2**	**3.4**
Co-Teachers	**3.6**	**3.6**	**3.8**
Co-Advisors	**3.0**	**3.5**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

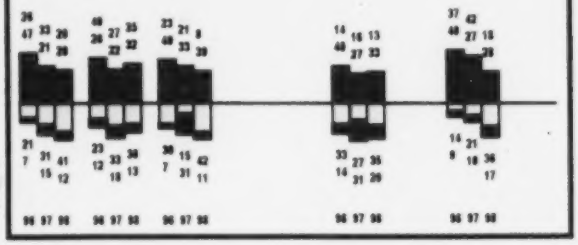
Besides our volunteer program, the Benchmark 8.1 committee provided parents with a fall orientation program led by grade-level teams. January saw parent information sessions provided by art, music, P.E., Reading Improvement, and Special Education teachers. Plans are to expand on these offerings for the upcoming school year.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	49.4	56	49.5	47.8	49
District	55.8	60.1	49	55.7	50.6
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	87	87	84	87	88

Percent of Students in Each Quarter



Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science

NOT APPLICABLE

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

NOT APPLICABLE

Percent of Students in Each Quarter

ACT Results					
		School	District	DDESS	Nation
% Participating	97	NA	77%	35%	37%
	98	NA	78%	67%	37%
Math Avg Score	97	NA	18.6	18.7	20.6
	98	NA	19.1	19	21
English Avg Score	97	NA	19.4	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Fort Knox, KY 40121-2707

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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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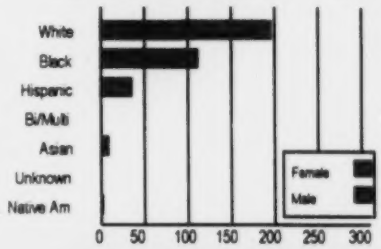
Fort Knox, KY

Department of Defense Education Activity
Walker Intermediate School (4-6)
1997/98 School Profile
Jo Blease, Principal

School Characteristics

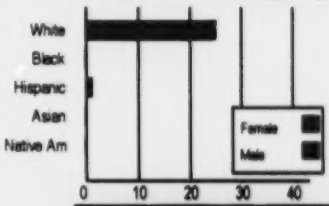
Student Enrollment - 351



Grade	
4	133
5	114
6	104
Total	351

Sponsor Affiliation	
Marine	1%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	FTE
Administrators	1
Classroom Teachers	15
Special Education	3.5
Other Professionals	7

Special Programs			
Grade Offered	Program		
PK-12	Special Education	48	14%
K-8	TAG	32	9%
K-12	ESL	2	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	1
7-10	3
> 10	21

Mobility Rate
52% Per Year

Teacher Education	
Degree	Teachers
BA/BS	8 %
MA/MS	85 %
Doctorate	8 %

Principal's Highlights

Once again, Walker School "began with the end in mind" by developing grade level quarterly syllabuses based on the subject level critical elements developed during SY 96-97. Syllabuses featured an integration of the reading, language arts and social studies curriculum: descriptions of quarterly culminating performance assessments in social studies and science performance events; and the requirements for a grade of "A" in each academic subject. Parents responded overwhelmingly positive to the receipt of the syllabuses at the beginning of each quarter. The Syllabuses and student agenda books were credited with the improvement on the Co-communication portion of the School-Home Partnership Survey this school year.

While students at all grade levels meet the dictrict standards for keyboarding skills, students in grades five and six surpassed the standards. All classrooms have direct access to the Internet. The grade-level team-based block planning time was used to develop the syllabuses and evaluate student progress. This team approach provided the staff with a clear focus on students' learning goals and created a shared sense of responsibility for the school's success.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Additional Alpha Smarts (laptop word processors) were purchased for student use this school year. In addition we transfered of additional computers and printers to classrooms and connected classroom computers to the internet. An Educational Tech was hired. Centralized Computer Lab instruction focused on the development of student keyboarding and word processing skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A new math curriculum was implemented with limited focus and a deep emphasis on specific skills and concepts for each grade level. Quarterly syllabuses based on grade level critical elements were developed for both science and math. Quarterly performance events in science were added to the science curriculum.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Team-based block planning time was used to develop quarterly syllabuses and implement weekly grade-level mastery learning time. Additional training was gained in NCTM-based math curriculum, brain research, and mastery learning.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Sufficient quantities of technology hardware were procured to enable every classroom to have at least two computers, one printer, and four Alpha Smarts. Every classroom was connected to the internet. All staff received internet training. An accountability system for supplemental materials, textbooks, and property was developed.

Average Ratings of SHIP Progress			
Tier	School	District	DDESS
Co-Communicators	3.9	4.3	4.2
Co-Supporters	2.9	3.6	3.8
Co-Learners	2.6	3.2	3.4
Co-Teachers	3.5	3.6	3.8
Co-Advisors	3.2	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

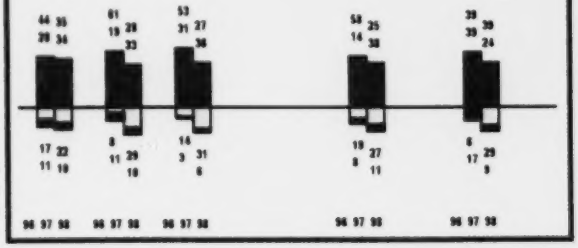
Developed home/school communication through the addition of quarterly syllabuses sent home to parents, student agenda books that traveled daily between home and school, and a bi-quarterly student-produced school newspaper.

Standardized Test Results

Grade 4

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	65	58	59.2	57	59.7
District	63.1	59.6	58.9	57.4	62.2
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	121	121	122	122	122

Percent of Students in Each Quarter



Grade 5

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	73.5	66.7	62	61	61.3
District	69.7	63.7	63.4	58	59.9
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	101	101	101	101	101

Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	57.8	59.7	61	61	67
District	60.7	60	59.7	60	64.3
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	89	89	89	89	89

Percent of Students in Each Quarter

ACT Results		School	District	DDESS	Nation
% Participating	97	NA	77%	35%	37%
	98	NA	78%	67%	37%
Math Avg Score	97	NA	18.6	18.7	20.6
	98	NA	19.1	19	21
English Avg Score	97	NA	19.4	19.6	20.3
	98	NA	19.8	19.8	20

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

SECTION K

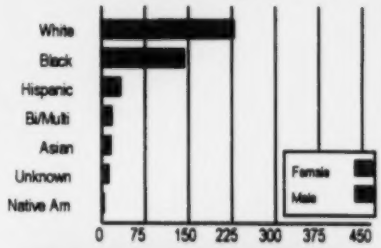
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

FORT MCCLELLAN DISTRICT
1997-1998

Department of Defense Education Activity
Fort McClellan Dependents Schools (PK-6)
1997/98 District Profile
Kaye W. Ryan, Superintendent

District Characteristics

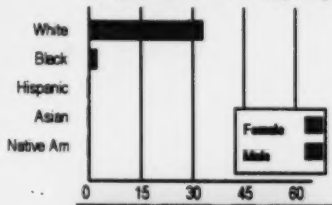
Student Enrollment - 438



Grade	
PreK	52
K	81
1	65
2	63
3	52
4	41
5	39
6	45
Total	438

Sponsor Affiliation	
Marine	3%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	3
Other Professionals	2

Special Programs Grade Offered	Program		
PK-12	Special Education	42	10%
K-8	TAG	53	12%
K-12	ESL	1	<.5%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	0
1-3	3
4-6	1
7-10	0
> 10	27

Mobility Rate
29% Per Year

Teacher Education Degree	Teachers
BA/BS	21 %
MA/MS	79 %
Doctorate	0 %

Superintendent's Highlights

Fort McClellan Elementary School's mission statement, " High expectations result in high student achievement," was exemplified in all the accomplishments of the '97/'98 school year.

Technology improvement continued with the installation of an additional computer lab, computers in classrooms, and in the media center. Purchasing notebook computers, offering after school staff training and implementing a formal computer curriculum helped teachers and students make significant gains in their technology proficiency.

The addition of 3.3 Writing Proficiency to the school improvement plan resulted in an emphasis on writing throughout the curriculum and an average gain of 6% on the Scaled Curriculum Achievement Test school wide. Ongoing staff training was focused towards the writing process, writing across the curriculum and integrating writing and technology.

We look forward to our '98/'99 school year of continued school improvements.

DoDEA Strategic Plan: School Improvement Implementation School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The addition of computers in classrooms resulted in an average of 36 additional minutes per week per child in computer time. Grades K-6 demonstrated proficiency on observation checklists correlated to the established curriculum. Grades 4-6 pre/post speed drills indicate an average student gain of 4 w.p.m.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math problem-solving performance increased an average of 32 points per child in K-6th grades from September through May on criterion-referenced problem-solving tests. Student attitudinal surveys indicate gains in positive attitudes for math and science, with a 64% positive response rate for math and 72% positive response rate for science at year's end.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

A faculty/staff needs assessment was the basis for staff development training. An on-going staff development program, with a technology and writing focus, using the technology specialist and a writing specialist was provided on a regular basis throughout the year.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

An ongoing staff technology professional development program yielded positive results. Microsoft Word proficiency gained from 13% to 93%, while Power Point and Microsoft Excel gained from 0% to 53% and 50%, respectively.

Average Ratings of SHIP Progress		
Tier	District	DDESS
Co-Communicators	4.5	4.2
Co-Supporters	4.0	3.8
Co-Learners	3.5	3.4
Co-Teachers	3.6	3.8
Co-Advisors	3.5	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

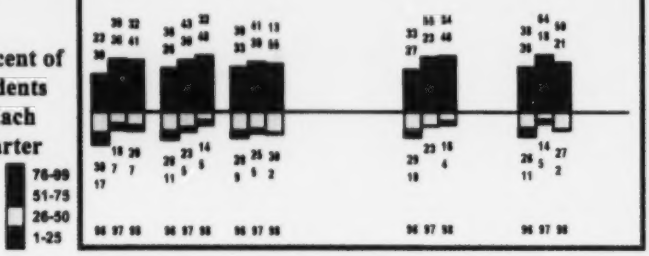
Parent involvement was increased by provision of an "up, Up and Away - Get the Year Started Right" campaign at the year's onset and a "Book Worm" read-a-thon at year's end. In a school-wide competition, parents were encouraged to spend quality time with their children, reading and studying. Parent volunteers increased by 10% from the previous year.

Standardized Test Results

Grade 3

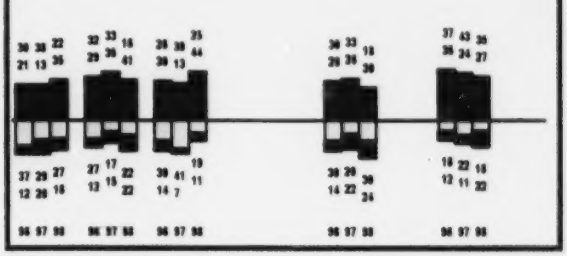
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	68.3	68.5	58	71	74
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	56	56	56	56	56

Percent of Students in Each Quarter



Grade 5

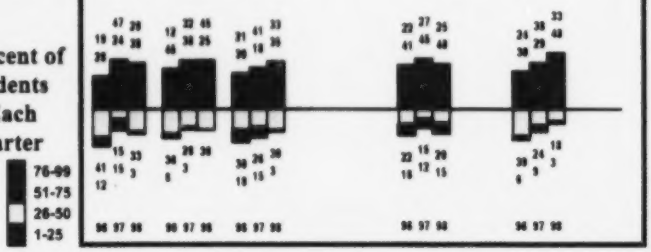
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	53.7	53	63.5	48	58.8
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	37	37	36	37	37



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	58.5	68	62.5	54.5	67
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	40	40	40	40	40

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

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Ft. McClellan, AL 36205-5000

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Fax Number: (205) 820-8583
Commercial Phone:
(205) 820-2420

DoDEA Writing Assessment

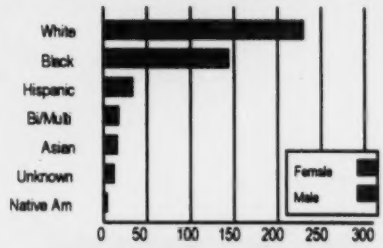
Grade	Yr	Number Tested	Benchmark Criteria	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			75% => Proficient					

Fort McClellan,AL

Department of Defense Education Activity
Fort McClellan Elementary School (PK-6)
1997/98 School Profile
Kaye W. Ryan, Principal

School Characteristics

Student Enrollment - 438



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Grade Offered		#	%
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Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
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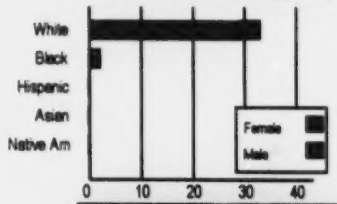
1-3	3
4-6	1
7-10	0
> 10	27

Mobility Rate
29% Per Year

Professional Staffing



School Staff

Category	FTE
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Classroom Teachers	28
Special Education	3
Other Professionals	2

Teacher Education

Degree	Teachers
BA/BS	21 %
MA/MS	79 %
Doctorate	0 %

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Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.5**	**4.5**	**4.2**
Co-Supporters	**4.0**	**4.0**	**3.8**
Co-Learners	**3.5**	**3.5**	**3.4**
Co-Teachers	**3.6**	**3.6**	**3.8**
Co-Advisors	**3.5**	**3.5**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent involvement was increased by provision of an "up, Up and Away - Get the Year Started Right" campaign at the year's onset and a "Book Worm" read-a-thon at year's end. In a school-wide competition, parents were encouraged to spend quality time with their children, reading and studying. Parent volunteers increased by 10% from the previous year.

Standardized Test Results

Grade 3

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School	68.3	68.5	58	71	74
District	68.3	68.5	58	71	74
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
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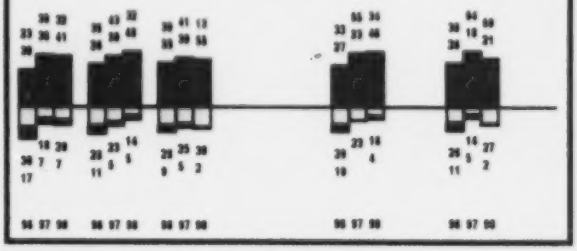
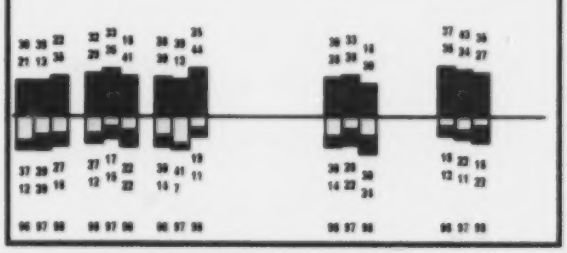
Percent of Students in Each Quarter



Grade 5

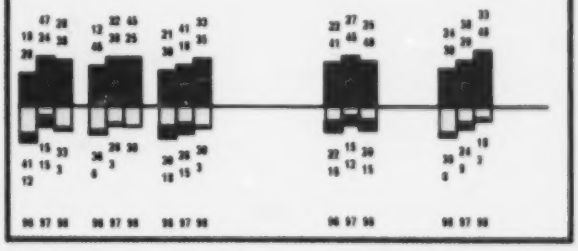
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	53.7	53	63.5	48	58.8
	53.7	53	63.5	48	58.8
	63.2	60.5	62	56.7	63.2
	50	50	50	50	50
	37	37	36	37	37



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	58.5	68	62.5	54.5	67
District	58.5	68	62.5	54.5	67
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	40	40	40	40	40

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
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Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Fort McClellan E S
Littlebrandt & Morton
Building 3681
Fort McClellan, AL 36205-5000

DSN Phone:
Fax Number: (205) 820-8583
Commercial Phone:
(205) 820-2420/9151

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

SECTION L

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

FORT RUCKER DISTRICT
1997-1998

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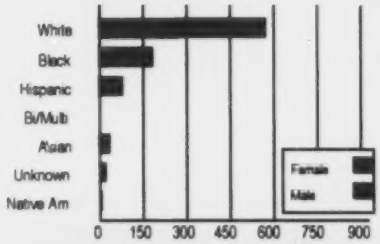
Department of Defense Education Activity
Fort Rucker Dependents Schools (PK-6)
1997/98 District Profile
Clarence Jones, (Acting) Superintendent

District Characteristics

Student Enrollment - 879



Grade	
PreK	132
K	126
1	120
2	140
3	91
4	105
5	71
6	94
Total	879

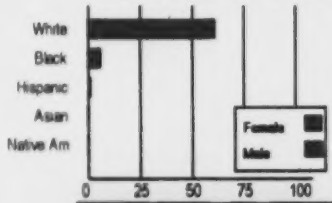
Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	54	6%
K-8	TAG	129	15%
K-12	ESL	3	<.5%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	4
7-10	12
> 10	48

Mobility Rate
42% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	40
Special Education	5.6
Other Professionals	19

Teacher Education	
Degree	Teachers
BA/BS	32 %
MA/MS	66 %
Doctorate	1 %

Superintendent's Highlights

The combined school district of Alabama continued working on consolidation for the 1997-98 school year. Joint meetings among staff focused on curriculum development and sharing of "best practices". Significant time was spent on benchmarks and collecting baseline data for each benchmark.

We continue to refine our partnership activities with the Fort Rucker Community. Parents had a wide variety of opportunities for input into our school and district that included curriculum policy/procedure committees. We continue to promote active parental involvement in the schools and at home.

The four-year old program expanded to an all-day schedule. New assessments for four-year olds were also used.

Technology progressed very rapidly within the schools, with all teachers and students continuing to increase their knowledge and skills. Weekly professional development opportunities for teachers resulted in this rapid increase in ability.

Students continue to use hands-on science opportunities and to improve problem-solving skills in math.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

In 1997-98, students received training on internet use, accessed a multimedia CD tower for research information, used the Accelerated Reader Program in reading, and utilized software to publish their writings. Fourth grade students also learned basic keyboarding skills. Students met minimum technology proficiencies on check sheets.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A Math Curriculum Committee was formed to review various math series and standards for adoption. A recommendation was made to the School Board. A new assessment program, Terra Nova was implemented. Students experienced hands-on opportunities in Science. A Science Fair and "Air Show" were held to exhibit projects and launch rockets.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Continuous training was provided in technology, on-site at each school for educators. Faculty learned advanced word processing, Powerpoint, Excel, and internet uses. Teachers attended 20 hours of training for use of curriculum materials that included Language Arts. Seminars for SIP training, research and implementation were held periodically throughout the year.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The district has local area networks in all buildings. Teachers transmitted lesson plans electronically. Report Cards and progress reports were computer-generated. Technology was integrated weekly into lesson plans. Educational technologists were employed at each school site for teacher training.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	3.8	4.2
Co-Supporters	3.2	3.8
Co-Learners	2.7	3.4
Co-Teachers	3.3	3.8
Co-Advisors	2.8	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

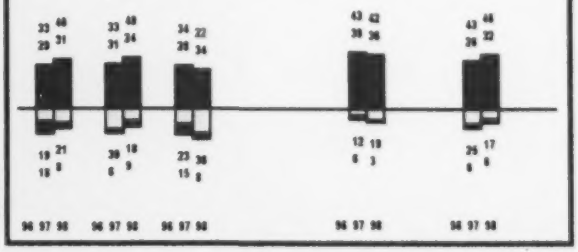
Curriculum Committees for reading, language arts, and math provided parental input. A District Policies Committee was formed and met regularly. School-level Procedures Committees were formed to assist the policies group. Parents received communication via e-mail, newsletters, newspapers, closed circuit television, and neighborhood billboards. Parent/teacher conferences were held.

Standardized Test Results

Grade 3

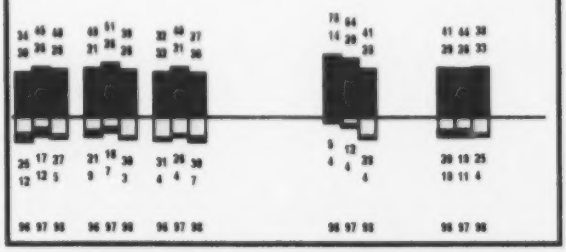
1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	67.2	74.7	56.4	66.8	71.7
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	90	90	90	90	90

Percent of Students in Each Quarter



Grade 4

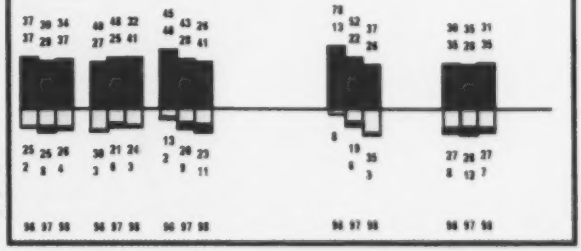
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	66.8	64.3	59.3	68	68.5
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
# Students	102	102	102	102	102



Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	65.7	66	59.3	62.5	64.2
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	74	74	74	74	74

Percent of Students in Each Quarter



SAT Results				
		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Alabama DDESS Schools
Bldg. 21037, Red Cloud Rd
Ft. Rucker, AL 36362-0279

DSN Phone: 558-3086
Fax Number: (334) 598-8622
Commercial Phone:
(334) 598-6396

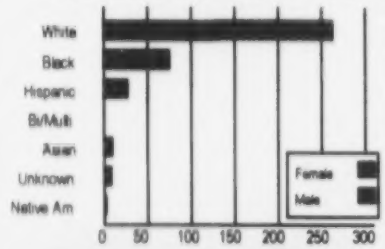
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Rucker, AL

Department of Defense Education Activity
Fort Rucker Primary School (PK-1)
1997/98 School Profile
Deborah H. Patton, Principal

School Characteristics

Student Enrollment - 378



Grade	
PreK	132
K	126
1	120
Total	378

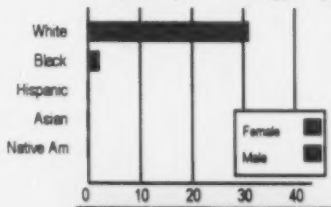
Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered			
PK-12	Special Education	21	6%
K-8	TAG	51	13%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	3
7-10	9
> 10	17

Mobility Rate
51% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	2.6
Other Professionals	9

Teacher Education	
Degree	Teachers
BA/BS	33 %
MA/MS	64 %
Doctorate	3 %

Principal's Highlights

Fort Rucker Primary School is a modern facility which provides instruction and a quality program for four-year-olds, kindergarten, and first grade. In addition, a program for special education three-year-olds is very successful.

The addition of an educational technologist has provided valuable hands-on progress for teachers in the area of technology. Accelerated Reader has been installed in the classrooms and has provided both a reading and technological challenge and success for first graders.

Children are grouped for reading and allowed to progress as far as possible. Teacher training for the reading program is done monthly by an in-house coach who is always available to answer teacher questions or address parental concerns. An integrated multi-media approach to science and social studies ensures student interest and enthusiasm. Computer labs are used on a daily basis to supplement reading and language arts programs.

Fort Rucker Primary School has an excellent staff. The faculty strives to make learning exciting, individualized, and lifelong.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All children have daily access to computers, both in computer labs and in the classroom. Writing stories, decoding skills and comprehension checks are included in the network. Computers are also used for enrichment, skill reinforcement, and remedial work. Accelerated Reader has been added to computers in first grade classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math achievement subtests were reviewed for strengths and weaknesses, both on individual class and grade levels. DLM, which has a strong preschool math component, was instituted in the four-year-old program. Science kits were used in all kindergarten and first grades. All kindergartens and first grade students went on a field trip to a nature park.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Three days of professional development activities were provided at the beginning of the school year. An in-house coach was always available to address teacher concerns with reading and technology. Special education inservice was provided for children with autism and hearing impairment. A closer working relationship was formed with the Early Intervention Program.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers do attendance and lunch counts on their classroom computers, and these are networked to the office, nurse, and cafeteria. The library has a new computerized system. The educational technologist conducts computer classes for teachers one hour per week.

Average Ratings of SIP Progress			
Tier	School	District	DDESS
Co-Communicators	4.6	3.8	4.2
Co-Supporters	3.4	3.2	3.8
Co-Learners	3.0	2.7	3.4
Co-Teachers	3.6	3.3	3.8
Co-Advisors	3.0	2.8	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The volunteer and PTA Programs are active and contribute a great deal to the schools. Parents are invited to participate in all special events: circus, field day, world's fair, fall festival, spring celebration, holiday events, etc. The math, reading, and language arts committees all had parent representatives, as did the Policy and Procedure Committees.

Standardized Test Results

1998 Median Percentiles for: **School** **District** **DDESS** **Nation**

 # Students

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1998 Median Percentiles for: **School** **District** **DDESS** **Nation**

 # Students

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Fort Rucker P S
Building 22210, Red Cloud Rd.
Fort Rucker, AL 36362-0279

DSN Phone: 558-3839
Fax Number: (334) 598-5534
Commercial Phone:
(334) 598-4473 x221

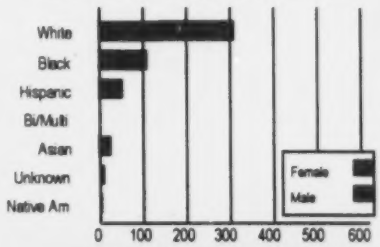
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			75% => Proficient					

Fort Rucker, AL

Department of Defense Education Activity
Fort Rucker Elementary School (2-6)
1997/98 School Profile
Jillian Breaux, Principal

School Characteristics

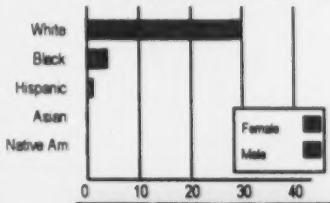
Student Enrollment - 501



Grade	
2	140
3	91
4	105
5	71
6	94
Total	501

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	20
Special Education	3
Other Professionals	10

Special Programs Grade Offered	Program	Students	%
PK-12	Special Education	33	7%
K-8	TAG	78	16%
K-12	ESL	3	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	0
1-3	0
4-6	1
7-10	3
> 10	31

Mobility Rate
34% Per Year

Teacher Education Degree	Teachers
BA/BS	31 %
MA/MS	69 %
Doctorate	0 %

Principal's Highlights

Ft. Rucker Elementary School is committed to providing a quality education in a caring and nurturing environment. Students are motivated to reach their fullest potential by an excellent staff and challenging curriculum.

Technology plays an integral part in the curriculum. Through the computer, students may visit far away places, correspond with a friend, or dissect a virtual reality frog.

Hands-on learning also plays a role in a student's daily activities. Math manipulatives and hands-on science experiments are utilized to provide well-rounded curriculum offerings in the classroom.

Students participate in schoolwide enrichment activities that include art, music, theatre and resource room activities in the SEARCH Program.

Teachers are afforded professional development opportunities on a regular basis. Due to extensive technology training, the use of computers has become an integral part of the daily routine that includes teaching and records management.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Student use of technology has continued to expand this year. Through the use of several software programs, students have learned to publish their writings. The Accelerated Reader Program has enabled students to improve their reading skills. A student club to advance technology (SWAT) was formed to learn intermediate level skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math manipulatives and hands-on science activities were utilized. Teachers reviewed S-9 results and addressed identified areas of weaknesses. A Science Fair was held utilizing the Scientific Method. Technology was integrated daily into 5th & 6th grade science classes.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Workshops were offered throughout the year to address technology needs and areas of interest. Updated information on Assertive Discipline was presented. Faculty representatives served on the Reading, Language Arts, and Math Review Committees. Inservice was provided on reading, spelling, language arts, TerraNova, and Writing Assessments.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Lesson plans were sent electronically. Teachers and staff communicated via e-mail. Teachers generated progress reports and report cards electronically as well as attendance and lunch. Teachers were introduced to intermediate computer techniques and Internet uses. A library program, Winnebago, was installed. A full-time educational technologist was employed.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.1	3.8	4.2
Co-Supporters	3.0	3.2	3.8
Co-Learners	2.3	2.7	3.4
Co-Teachers	3.1	3.3	3.8
Co-Advisors	2.7	2.8	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents served on a variety of curriculum, policy and procedures committees. Parent handbook was distributed. Parents were encouraged to review curriculum materials. Regular newsletters from teachers were distributed. Co-sponsored activities with the PTA were implemented. Parents served as volunteers and chaperons.

Standardized Test Results

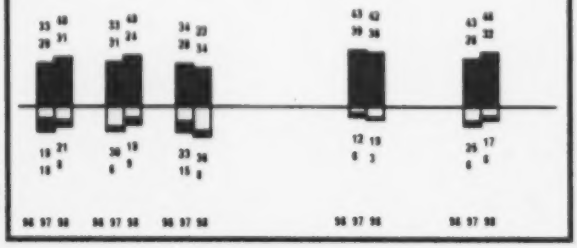
Grade 3

1998 Median Percentiles for: **School** / **District** / **DDESS** / **Nation**

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science
67.2	74.7	56.4	66.8	71.7
67.2	74.7	56.4	66.8	71.7
59.1	62.1	50.2	60.1	58.1
50	50	50	50	50
90	90	90	90	90

 # Students

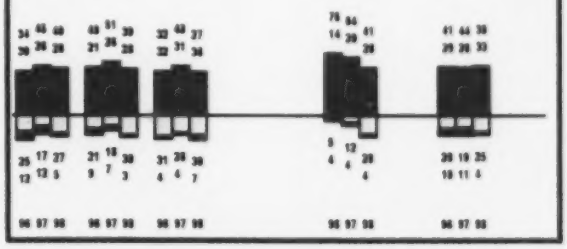
Percent of Students in Each Quarter



Grade 4

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science
66.8	64.3	59.3	68	68.5
66.8	64.3	59.3	68	68.5
66.3	61.1	60.4	57.6	62.5
50	50	50	50	50
102	102	102	102	102

 # Students



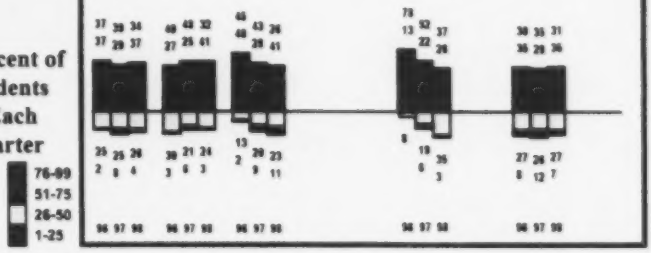
Grade 6

1998 Median Percentiles for: **School** / **District** / **DDESS** / **Nation**

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science
65.7	66	59.3	62.5	64.2
65.7	66	59.3	62.5	64.2
58.9	61.4	59.7	59.5	63.3
50	50	50	50	50
74	74	74	74	74

 # Students

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Fort Rucker E S
Building 21038, Red Cloud Rd.
Fort Rucker, AL 36362-0279

DSN Phone: 558-3845
Fax Number: (334) 598-8622
Commercial Phone:
(334) 598-4408

DoDEA Writing Assessment

				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			75% => Proficient					

SECTION M

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

FORT STEWART DISTRICT
1997-1998

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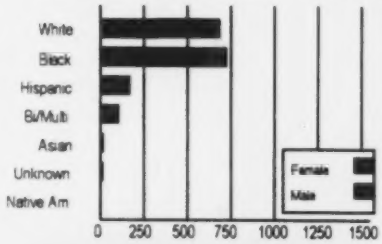
Department of Defense Education Activity
Fort Stewart Dependents Schools (PK-6)
1997/98 District Profile
Paul E. Ward, Superintendent

District Characteristics

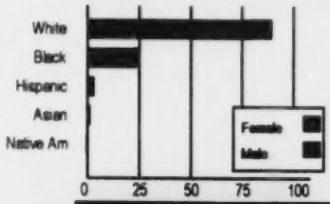
Student Enrollment - 1,692



Grade	
PreK	199
K	281
1	246
2	228
3	215
4	177
5	175
6	171
Total	1692

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	206	12%
K-8	TAG	70	4%
K-12	ESL	82	5%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	11
4-6	12
7-10	25
> 10	69

Mobility Rate
60% Per Year

School Staff

Category	#
Administrators	5
Classroom Teachers	74
Special Education	18
Other Professionals	26

Teacher Education

Degree	Teachers
BA/BS	42 %
MA/MS	56 %
Doctorate	2 %

Superintendent's Highlights

The Fort Stewart School District is accredited by Southern Association of Colleges and Schools and the Georgia Accrediting Commission, "WITH QUALITY". The DODEA Strategic Plan, the School Improvement Process (SIP), and benchmarking accelerate efforts to reach even higher levels of demonstrated excellence. We are proud of staff and stakeholders who work through School Improvement Teams (SIT) to support dynamic school improvement in all facets of the school system.

Numerous administrative changes have occurred this year. Instructional and administrative computer technology applications continue to expand. As a designated Special Education "Pin-Point-Assignment", the FSSS receives a wide range of youngsters with special needs and services to be provided by the district. Parent participation and School Home Partnership (SHP) are at an all time high.

The DODEA Strategic Plan continues to energize educators and stakeholders. Staff exhibit commitment to benchmarks, staff development, and providing a learner-centered environment to achieve individual student and aggregate pupil achievement at the highest levels.

DoDEA Strategic Plan: School Improvement Implementation
School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Computers are used for language arts instruction to reinforce writing skills in grades 4-6. Computer software is also used to reinforce content area skills in grades K-2. The Accelerated Reading Program has enhanced voluntary reading participation by 5% as measured by School Information Center records.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Using the newly aligned science curriculum scope and sequence (based on NSTA and AIMS), instruction was given in analyzing and interpreting specific data. i.e. word problems, graphs, charts, maps, and diagrams. Based on ITBS data, improved student achievement of 16% in math and 25% in science was evident from 1994-1997.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

A plan of opportunities/experiences for professional and support staff to enhance job performance was developed. A variety of inservice topics were offered to include Writing Across the Curriculum, The Writing Process, and Integrated Language Arts & Computer training. Based on ITBS data, grades 2-6 showed 10% growth in language achievement from 1994-1997.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Each teacher and administrator has a networkable computer. Schools are currently being wired to allow computer networking, so that information can be shared electronically. All faculty/staff were afforded workshops on the use and application of the Internet and Email to enhance instruction and communication as evidenced by staff development sign-in sheets.

Average Ratings of SHIP Progress		
Tier	District	DDESS
Co-Communicators	4.0	4.2
Co-Supporters	3.5	3.8
Co-Learners	2.9	3.4
Co-Teachers	3.6	3.8
Co-Advisors	3.1	3.5
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parent volunteers donated over 800 volunteer hours per month in support of educational programs. Parents attended highly successful study skills workshop designed to ameliorate student learning at home. The interpretation of baseline data indicates parental involvement at school has increased over 400%.

Standardized Test Results

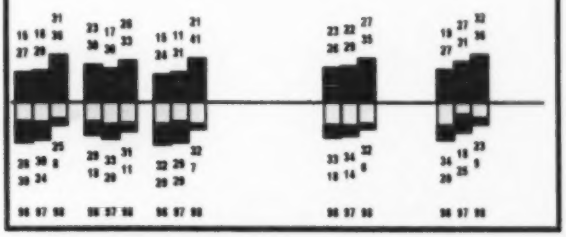
Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	55	59.2	48.6	60.6	56.8
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	194	193	195	194	195

Percent of Students in Each Quarter

Grade 5

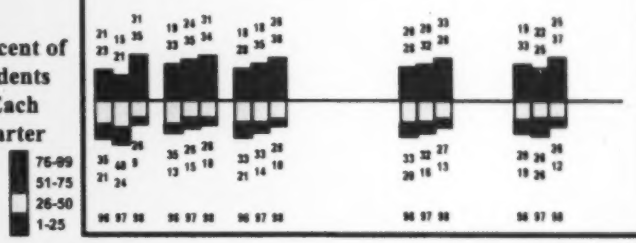
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	62.6	56.8	57.8	60.1	64
	63.2	60.5	62	56.7	63.2
	50	50	50	50	50
	170	170	168	170	170



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	62.8	60.9	58	59	59.5
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	141	141	140	141	138

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

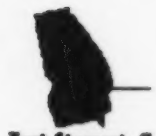
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Ft. Stewart School System
5605 Davis Avenue
Ft. Stewart, GA 31315-1023

DSN Phone: 870-3636
Fax Number: (912) 876-8417
Commercial Phone:
(912) 368-2742

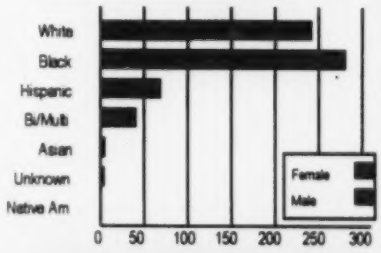
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable



Department of Defense Education Activity
Brittin Elementary School (K-6)
1997/98 School Profile
Roger A. Reade, Principal

School Characteristics

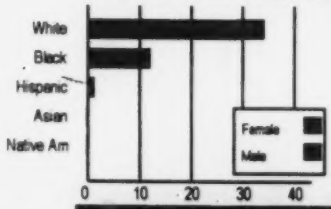
Student Enrollment - 695



Grade	
K	129
1	112
2	109
3	99
4	85
5	85
6	76
Total	695

Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	30
Special Education	6
Other Professionals	11

Special Programs

Grade			
PK-12	Special Education	69	10%
K-8	TAG	46	7%
K-12	ESL	26	4%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	1
1-3	5
4-6	5
7-10	10
> 10	26

Mobility Rate
57% Per Year

Teacher Education	
BA/BS	34 %
MA/MS	66 %
Doctorate	0 %

Principal's Highlights

Brittin Elementary School serves students in grades K-6 on the military base of Fort Stewart, GA. Students are offered increased technology instruction through completion of an extensive electrical upgrade project with multiple computer stations and Internet access in every classroom.

Student achievement and citizenship are enhanced through the ABC Recognition Program, a program designed to recognize and reward demonstrable student achievement in academics, behavior and citizenship. In addition, an exciting school-wide Renaissance Fair was held featuring weavers, spinners, story tellers, puppet shows, magicians, music, and dance. The Brittin Knight "Mail" service is a highly successful language arts initiative which enhances students' writing skills through a school-wide postal program. A highly successful Read to Kids night encouraged 300 family members to attend an evening of innovative activities designed to promote reading at home.

BES enjoys a strong and vital school-home partnership with an average of 800 parent volunteer hours per month. A highly supportive and active PTO supports all areas of the instructional program.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

A computer proficiency checklist has been implemented in the computer labs for grades 3-6. Pre and post test comparisons indicate computer keyboarding proficiency has improved at least 10% over baseline performance. In grades 4-6 computers are used for language arts instruction to reinforce writing skills. In grades K-2 computer software is being used to reinforce content area skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students in grades 1-6 were given instruction in interpreting and analyzing specific data in various forms such as word problems, graphs, charts, maps, and diagrams. Based on I.T.B.S. assessment results, grade 5 students demonstrated a 16% growth in math achievement and 25% growth in science achievement over baseline performance.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The theme of Brittin's staff development program was "Literacy for the 21st Century". A variety of inservice was offered to include Writing Across the Curriculum, The Writing Process, and Integrated Language Arts & Computer training. Grades 2-6 ITBS assessment results demonstrated an average 10% improvement in language achievement over baseline performance.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Each teacher and administrator has a networkable computer. Brittin School is currently being wired to allow all computers in the school to be networked so that information can be shared electronically. An additional 50 computers have been deployed to classrooms and the school information center.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.9	4.0	4.2
Co-Supporters	3.4	3.5	3.8
Co-Learners	2.9	2.9	3.4
Co-Teachers	3.6	3.6	3.8
Co-Advisors	3.3	3.1	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

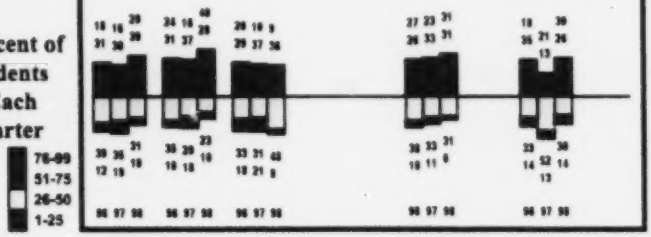
Parent volunteers donated over 800 volunteer hours per month in support of educational programs. Parents attended a highly successful study skills workshop designed to improve student learning in the home. Parent involvement at school has increased over 400% as compared with baseline statistics.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	57.6	63.5	49	59.6	62
District	55	59.2	48.6	60.6	56.8
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	80	80	80	80	80

Percent of Students in Each Quarter



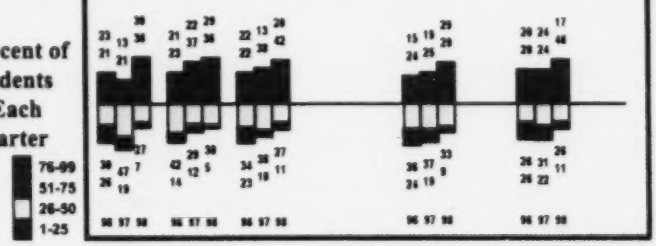
Grade 5

Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
61	56.5	55.3	53.3	55.3
62.6	56.8	57.8	60.1	64
63.2	60.5	62	56.7	63.2
50	50	50	50	50
72	72	71	72	72

Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	60.5	59.5	56.5	57.3	58.8
District	62.8	60.9	58	59	59.5
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	56	56	55	55	54

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Brittin E S
Hero & Austin Rd., Building 7392
Fort Stewart, GA 31315

DSN Phone: 870-8182
Fax Number: (912) 368-7515
Commercial Phone:
(912) 368-7516

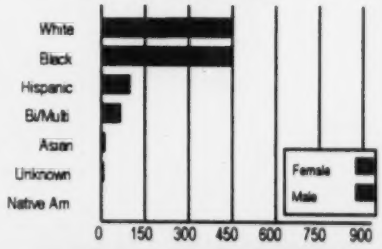
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Fort Stewart, GA

Department of Defense Education Activity
Diamond Elementary School (PK-6)
1997/98 School Profile
Cynthia Louise Gessling, Principal

School Characteristics

Student Enrollment - 997



Grade	
PreK	199
K	152
1	134
2	119
3	116
4	92
5	90
6	95
Total	997

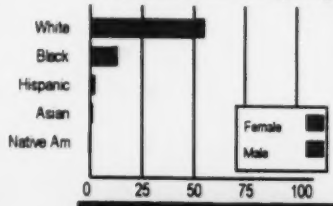
Sponsor Affiliation	
Marine	<.5%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	137	14%
K-8	TAG	24	2%
K-12	ESL	56	6%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	6
4-6	7
7-10	15
> 10	43

Mobility Rate
63% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	44
Special Education	12
Other Professionals	15

Teacher Education	
Degree	Teachers
BA/BS	48 %
MA/MS	49 %
Doctorate	3 %

Principal's Highlights

Diamond Elementary School is the largest DDESS school serving Pre-K through grade 6. Staff and administration strive to ensure all students have equal access to high quality standards of education within the DoDEA Strategic Plan. A strong commitment to school-home partnership, coupled with safe school standards, produces a nurturing environment driven by high expectations from a competent and motivated staff. Utilizing five strategic planning/early dismissal days, the total staff dedicated quality time to work on assessing progress of each benchmark. The pre-school program is an exemplary model of developmentally appropriate practices.

Results from our annual parent satisfaction survey revealed outstanding results, with an identified need to increase all facets of communication. We continue to increase parental participation through the various agencies within the military structure, which strengthens school home partnership.

The 1997-1998 school year has been a banner year with school improvement. We salute many accomplishments from military command, dedicated staff, great students and outstanding parents. We look ahead to many more rewarding opportunities.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Accelerated Reader Program increased by 5% over the 1997-98 school year. Workshops on a variety of proficiency levels were offered to enhance staff computer skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A coherent integrated scope and sequence, aligned with NSTA standards was undertaken. Science concepts were also integrated with AIMS (Activities Integrating Mathematics and Science) hands on activities.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

A plan of opportunities/experiences for support staff to enhance job performance was developed. A pre and post training survey will be implemented.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Authority close to learner-A representative from each grade level/special area was involved in disbursing school budget. Technology for Teachers and Administration-All faculty/staff were afforded workshops on the use and application of the Internet and Email to enhance instruction and communication.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.1**	**4.0**	**4.2**
Co-Supporters	**3.7**	**3.5**	**3.8**
Co-Learners	**3.0**	**2.9**	**3.4**
Co-Teachers	**3.6**	**3.6**	**3.8**
Co-Advisors	**2.7**	**3.1**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

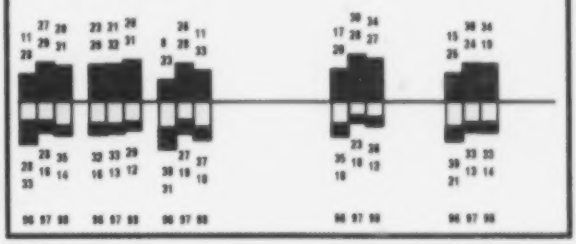
Our parent volunteer program continues to tout active participation in classrooms as well as for special activities. Parental collaboration was evident during Open House, Earth Day and our Helping to Inform Parents meetings. The school-home partnership provides first-hand information and experiences to increase parental involvement and participation.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	50.8	56.2	47	62	55.7
District	55	59.2	48.6	60.6	56.8
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	114	113	115	114	115

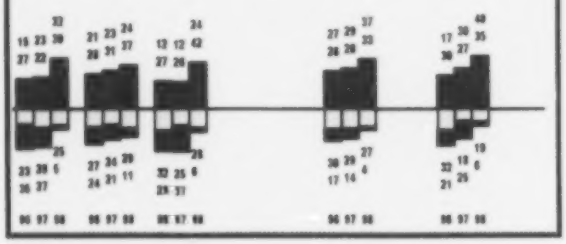
Percent of Students in Each Quarter



76-99 51-75 26-50 1-25

Grade 5

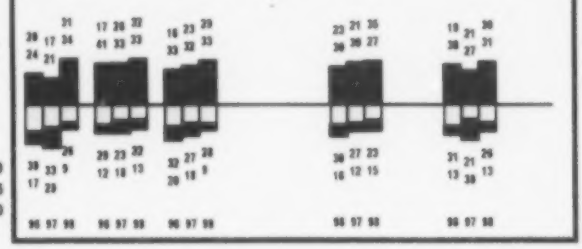
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	62.9	57	61.3	68	69.8
District	62.6	56.8	57.8	60.1	64
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	98	98	97	98	98



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	63.7	61.6	59.3	62	59.5
District	62.8	60.9	58	59	59.5
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	85	85	85	86	84

Percent of Students in Each Quarter



76-99 51-75 26-50 1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Fort Stewart, GA 31315-1044

DSN Phone:
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Commercial Phone:
(912) 876-6094

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria 75% => Proficient**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scorable**

SECTION N

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

GUAM DISTRICT
1997-1998

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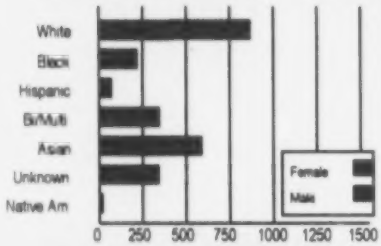
Department of Defense Education Activity
Guam District (PK-12)
1997/98 District Profile
Richard Tom, Superintendent

District Characteristics

Student Enrollment - 2,526



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	131	5%
K-8	TAG	242	11%
K-12	ESL	113	4%
AP Courses Offered		3	
Students Taking AP Courses		14	12%

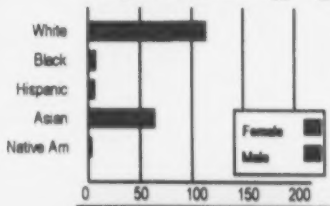
Grade	
PreK	1
K	284
1	344
2	294
3	256
4	249
5	222
6	208
7	175
8	172
9	121
10	86
11	62
12	52
Total	2526

Sponsor Affiliation	
Marine	<.5%
Army	5%
Navy	53%
Air Force	35%
Coast Guard	1%
Non-US Military	1%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	7
1-3	24
4-6	40
7-10	30
> 10	84

Mobility Rate
41% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	7
Classroom Teachers	169
Special Education	9
Other Professionals	17

Teacher Education	
Degree	Teachers
BA/BS	62 %
MA/MS	35 %
Doctorate	3 %

Superintendent's Highlights

DoDEA Guam District's charter year opened on 29 September 97 with the combined efforts of the military, DoDEA HQ, district staff and over 400 volunteers supporting operation "Bright Vision."

The district is creating a learning environment that supports decision making and input from all levels. Staff members are energized and enthusiastic about being involved in the start up of a new school system. Extensive training in DoDEA's curriculum and professional development was sponsored by the district directors along with DoDEA HQ, and Pacific Area Office personnel in the implementation of a common instructional process and language.

Many opportunities are in place for creating a learning culture centered on improving student achievement. Literacy Place and MathLand programs support the writing process and writing across the curriculum. The hardware, installation, and training in the technology areas is integrated throughout the curriculum at all grade levels. The District and schools SIP Teams are fully supported by all stakeholders and implemented through a cooperative effort using the guidelines of the DoDEA Community Strategic Plan and district mission statement"

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Writing samples and surveys were conducted to establish baseline data. Students used technology for writing in all content areas. Student electronic portfolios include writings developed using: Microsoft Office Suite, Hyperstudio, Mathland software, KidPix and web pages. Students also used digital cameras, Quickcams,, and video cameras in reading and writing projects.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The district supported math achievement by facilitating in-services designed to improve teaching knowledge and skills related to the math curriculum, grades K-12. Performance assessments to include analytical rubric scoring, university credit courses and parental instruction opportunities were held.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional development opportunities were provided to support the instructional programs which directly supported the schools' SIP strategies. Teachers had various occasions to participate in training; i.e. Bay Area Writing, Literacy Place, NCTM Standards, Cooperative Learning, Math Lead Teachers, TerraNova, District SIP Team, Inclusion and various technology initiatives.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Surveys established baseline data indicating areas for training. District training included CC:Mail, Microsoft Office Suite, Integrade, Hyperstudio, Digital graphics using peripherals, Web Site Evaluation, Internet projects and Internet use for curricular integration. Teachers and students use technology to enhance skills in electronic research, publishing, presentation, and communication.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	3.8	4.2
Co-Supporters	3.2	3.8
Co-Learners	3.0	3.4
Co-Teachers	3.2	3.8
Co-Advisors	3.0	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

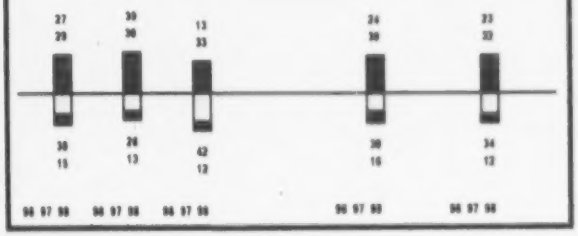
A two-way communication plan is being implemented to provide information to all our constituencies regarding the DoDEA multi-tiered SHP program. The focus is on parents and teachers becoming Co-communicators to support mutual collaboration efforts that directly affect the success of children's learning and progress in school.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	53.8	62.2	47.6	55.5	54.5
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	263	263	261	263	262

Percent of Students in Each Quarter



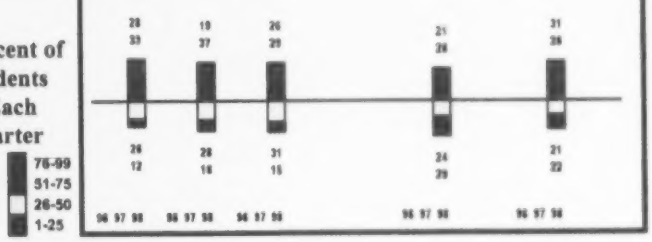
Grade 7

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	67.4	61.9	58.6	59.8	56.7
	66.4	61.7	61.7	60.5	60.8
	50	50	50	50	50
# Students	168	168	166	167	166

Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	60.5	54.3	55.5	42.5	59.5
DDESS	64.5	62.1	63.3	57.6	60.1
Nation	50	50	50	50	50
# Students	57	57	55	58	58

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

District Superintendent Office-Guam
PSC 455, Box163
FPO AP 96540-2901

DSN Phone: 336-2606
Fax Number: (671) 339-5810
Commercial Phone:
(671) 339-2606

DoDEA Writing Assessment				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Approaches	Novice/ Undeveloped	Not Scoreable
5	98	198	Met	21.2%	71.2%	6.6%	0%	1%
8	98	139	Not Met	28.1%	35.3%	30.9%	5.8%	0%
10	98	38	Met	47.4%	44.7%	2.6%	5.3%	0%

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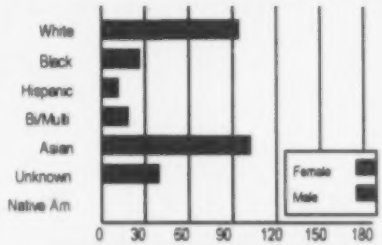
Department of Defense Education Activity
Guam High School (9-12)
1997/98 School Profile
Kevin Brewer, Principal

School Characteristics

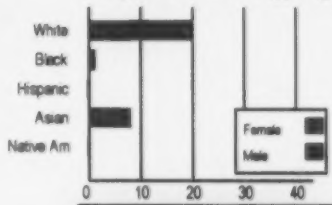
Student Enrollment - 321



Grade	
9	121
10	86
11	62
12	52
Total	321

Sponsor Affiliation	
Marine	<.5%
Army	6%
Navy	54%
Air Force	28%
Coast Guard	2%
Non-US Military	11%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	2
Classroom Teachers	23
Special Education	1
Other Professionals	3

Special Programs			
PK-12	Special Education	5	2%
K-8	TAG	N/A	N/A
K-12	ESL	11	3%
AP Courses Offered		3	
Students Taking AP Courses		14	12%

Teacher Experience	
New	0
1-3	8
4-6	4
7-10	6
> 10	8

Mobility Rate
40% Per Year

Teacher Education	
BA/BS	68 %
MA/MS	29 %
Doctorate	3 %

Principal's Highlights

Guam High School established an effective School Improvement Team (SIT) during its first school year. The SIT developed strategies that should have a positive effect on our first Terra Nova testing.

The school stressed the use of technology during its first year of existence. Students and staff were surveyed on their computer skills and plans were implemented to improve those skills to the level required for advanced projects. The integration of social studies and technology utilized four different staff members and created a Dakar Road Rally project presented with the Hyper Studio program. Staff and students became proficient in utilizing the Internet for research.

The school implemented a complete Interscholastic Athletic Program and won the Far East Basketball Tournament in its first year. Students finished first and second in the Secondary language contest at the University of Guam.

The school would like to acknowledge the help of the US Navy and US AirForce in Guam for their assistance with facilities. Parental support has been tremendous!

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Pre/post word processing skill assessment was given to students and teachers. Some teachers have assessed writing through electronic portfolios. Students have prepared PowerPoint presentations for the classroom and have included them in their electronic portfolio. Student technological proficiency is facilitated by the addition of a Writing Lab that is accessible to all classes.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Pre/post problem solving skill assessment and a self-perception survey were given to all students. Problem solving skills have been incorporated in the math curriculum. Cooperative Learning activities have been implemented through the use of block scheduling. In-service was provided for all math teachers in math methods and strategies. Remedial instruction was provided during seminar period.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff development included both District wide and local school site training. The Guam District Office has provided training in the following areas: Collaborative Learning, Rubric Assessment for Writing, Block Scheduling, Terra Nova operations and use of results, Microsoft Office training, Bay Area Writing Course, and two Professional Development Institutes.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers have been trained and have prepared a PowerPoint instructional lesson. Teachers have been trained in World Wide Web evaluation techniques. Teachers were introduced to the use of digital publishing.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.5	3.8	4.2
Co-Supporters	2.9	3.2	3.8
Co-Learners	2.3	3.0	3.4
Co-Teachers	2.9	3.2	3.8
Co-Advisors	3.1	3.0	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

All teachers were provided class lists including home and duty telephone numbers for communicating with parents. All teachers kept a telephone log of conversation with parents. Monthly Newsletter including a calendar was sent to parents each month. Teachers were asked to participate in rewriting report card comments. Parent Booster and PTO have been established.

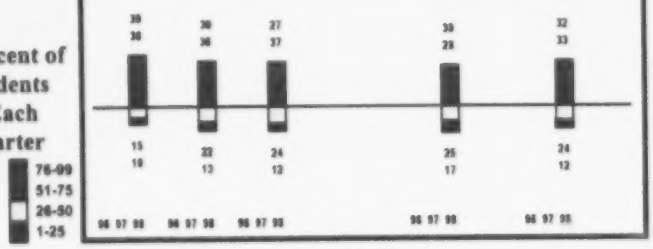
Standardized Test Results

Grade 9

1998 Median Percentiles for:

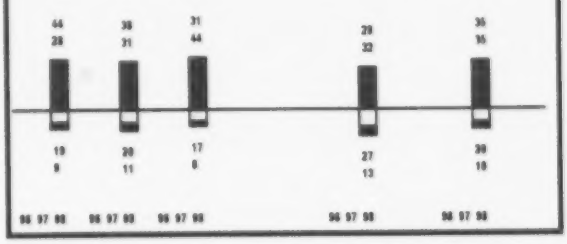
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	69.5	64.1	59.5	55.5	62.3
District	69.5	64.1	59.5	55.5	62.3
DDESS	66.5	63	61.3	56.4	59.1
Nation	50	50	50	50	50
# Students	118	118	116	118	117

Percent of Students in Each Quarter



Grade 10

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	67.9	65	66	60.5	62
	67.9	65	66	60.5	62
	67.8	66.7	68.9	64.8	64.5
	50	50	50	50	50
	81	81	77	78	77

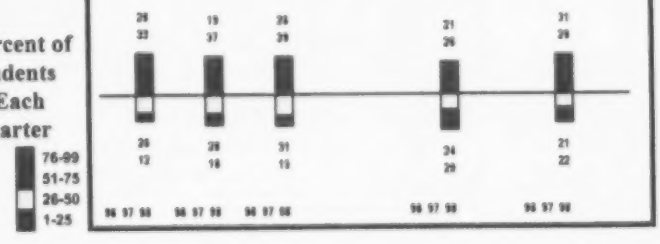


Grade 11

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	60.5	54.3	55.5	42.5	59.5
District	60.5	54.3	55.5	42.5	59.5
DDESS	64.5	62.1	63.3	57.6	60.1
Nation	50	50	50	50	50
# Students	57	57	55	58	58

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	52%	52%	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	524	524	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	490	490	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Guam High School
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Commercial Phone:
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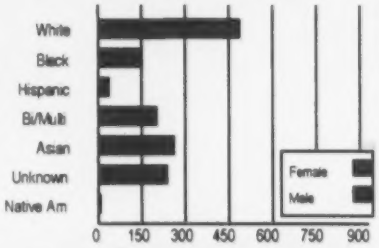
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	98	38	Met	47.4%	44.7%	2.6%	5.3%	0%

Department of Defense Education Activity
Guam North Elementary/Middle School (K-8)
1997/98 School Profile
Joe Caruselle, Principal

School Characteristics

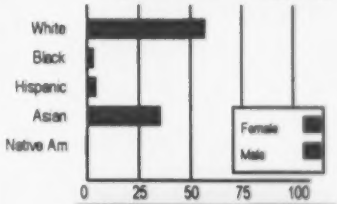
Student Enrollment - 1,401



Grade	
K	194
1	223
2	191
3	175
4	157
5	125
6	126
7	106
8	104
Total	1401

Sponsor Affiliation	
Marine	<.5%
Army	5%
Navy	33%
Air Force	56%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	3
Classroom Teachers	87
Special Education	4
Other Professionals	5

Special Programs			
Grade Offered	Program		
PK-12	Special Education	67	5%
K-8	TAG	138	10%
K-12	ESL	56	4%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	3
1-3	8
4-6	25
7-10	17
> 10	40

Mobility Rate
44% Per Year

Teacher Education	
Degree	Teachers
BA/BS	65 %
MA/MS	34 %
Doctorate	1 %

Principal's Highlights

Guam North E/MS opened its doors to students for the first time on 29 September 1997. It has been a magnificent growing experience for students, faculty, and administrators.

Our school meets the needs of a multi-cultural population. The instructional program is strongly enhanced by technology designed to carry our students into the 21st century. A balanced scholastic program has been implemented in grades K -8. Baseline data is being collected through various assessments across the curriculum. The faculty and staff are maintaining high expectations for student performance, and expect encouraging results in the coming years.

Writing across the curriculum is a highlight of our SIP. Assessment rubrics have been established by faculty. Emphasis is being placed on curriculum integration. The Guam North E/MS program is providing for the academic, social and emotional and safety needs of students.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

Students used computers to write across the curriculum. Student portfolios include writings developed on KidPix, Mathland software, Microsoft Word, PowerPoint, Excel, and Hyperstudio. Students also used digital cameras and other support software to enhance reading and writing in curricular areas.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students in grades K-6 were tested three times this year using CARP. Pre/Post data were used to evaluate gender gaps. 1st and 4th qtr grades for 6-8 were used to establish baseline data at the middle level. All students worked in cooperative groups in Mathland and Integrated Math. Writing objectives were included in plans for each classroom throughout the year.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional development was provided for staff throughout the year. Training included writing across the content areas, rubric scoring, Terra Nova, Mathland, Literacy Place, DoDEA Writing Assessment, CARP, Integrated Math, technology, cooperative learning, Deployment Issues, Bay Area Writing Project and School Improvement Planning.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers were trained to use cc-mail, Microsoft Word, PowerPoint, Printshop Hyperstudio, Integrade, digital cameras and curriculum-related software. Teachers use computers to create parent newsletters and communicate electronically with parents and other professionals.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**3.6**	**3.8**	**4.2**
Co-Supporters	**3.1**	**3.2**	**3.8**
Co-Learners	**2.7**	**3.0**	**3.4**
Co-Teachers	**3.0**	**3.2**	**3.8**
Co-Advisors	**2.5**	**3.0**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Co-communication tools were implemented school-wide. They included Daily Homework Agendas, Progress Reports, homework folders, weekly parent bulletins, volunteer logs, and Adopt-A-Grade support. We organized an active PTO and supported curriculum Family Nights . Many parents served on program development committees. A web-site is under construction.

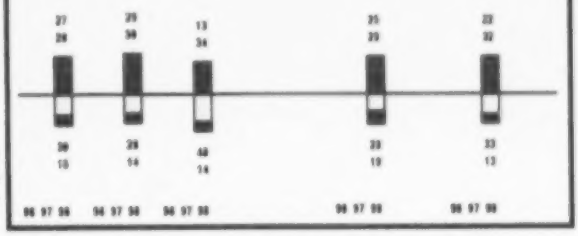
Standardized Test Results

Grade 3

1998 Median Percentiles for:

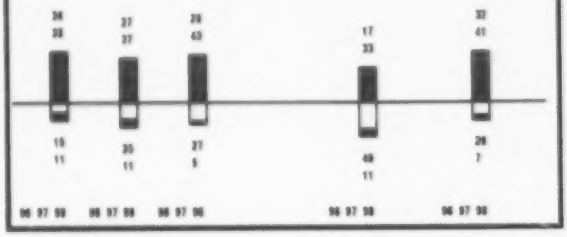
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	53.5	63	48	55	55
District	53.8	62.2	47.6	55.5	54.5
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	184	184	183	184	184

Percent of Students in Each Quarter



Grade 5

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	66.4	63.2	64	50.3	64.8
District	65.7	62.8	64.6	56.6	65.3
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	114	114	112	113	113

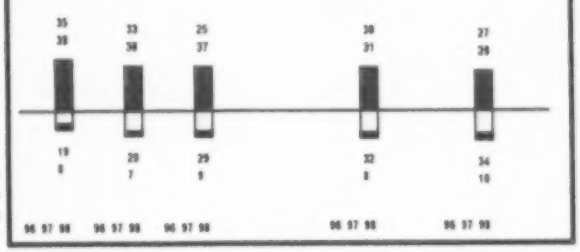


Grade 7

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	67.1	63	55.9	57.7	53.8
District	67.4	61.9	58.6	59.8	56.7
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	109	109	108	108	108

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	52%	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	524	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	490	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

North Elementary/Middle School
PSC 455, Box 163
FPO AP 96540-4006

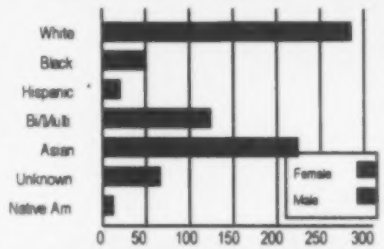
DSN Phone: 336-2606
Fax Number: 671-339-5810
Commercial Phone:
671-339-2606

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	109	Met	15.6%	75.2%	8.3%	0%	1%
8	98	84	Not Met	21.4%	29.8%	40.5%	8.3%	0%

Department of Defense Education Activity
Guam South Elementary/Middle School (PK-8)
1997/98 School Profile
William Hall, Principal

School Characteristics

Student Enrollment - 804



Grade	
PreK	1
K	90
1	121
2	103
3	81
4	92
5	97
6	82
7	69
8	68
Total	804

Sponsor Affiliation	
Marine	<.5%
Army	4%
Navy	87%
Air Force	<.5%
Coast Guard	3%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs

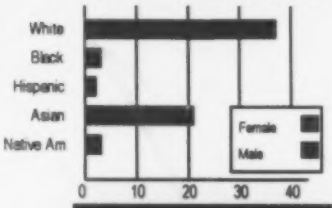
Grade Offered	Program		
PK-12	Special Education	59	7%
K-8	TAG	104	13%
K-12	ESL	46	6%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	4
1-3	8
4-6	11
7-10	7
> 10	36

Mobility Rate
39% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	59
Special Education	4
Other Professionals	9

Teacher Education

Degree	Teachers
BA/BS	54 %
MA/MS	40 %
Doctorate	6 %

Principal's Highlights

Initially, the administrators, faculty and parents developed the school's mission statement which gave the impetus for the School Improvement Plan (SIP). The statement aligned with the DoDEA Strategic Plan provided the basis upon which all school related decisions and activities were implemented.

The SIP Team was created, then proceeded to lead the staff in the selection of organizationl and academic benchmarks appropriate to the newly established school. Throughout the year, the leadership and expertise exhibited by the SIP co-chairs were exemplary.

Cooperation and enthusiasm permeated the staff's attitudes and commitment to the SIP process, which enabled us to not only establish the process but to carry it forward with the ultimate goal of student achievement.

Considering the myriad of tasks that must be achieved to establish a new school, it was admirable that the SIP was so effectively implemented.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Surveys were conducted to establish baseline data on technological proficiency. Preliminary data indicated technology use and proficiency that included word processing, Internet research, Web Page development, Power Point presentations, EXCEL spreadsheets, and other multi-media applications. Staff received professional workshops and students regularly attend computer classes.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

In conjunction with the adoption of the MathLand curriculum, the CARP pilot assessment was administered to all students in grades K through six three times this year. Results show increases in competencies in mathematical action, thinking and communication. Math achievement for grades 7 and 8 is pending TerraNova results.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Two Professional Development Institutes were conducted for all staff members which incorporated all facets of the DoDEA Strategic Plan. Additional staff development activities provided throughout the year included Bay Area Writing Project, CARP Assessment training, Cooperative Learning, and MathLand curriculum training. University credits were offered for some staff development.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A staff survey was conducted to establish baseline data for technology proficiency. Staff were provided workshops in word processing, Web Page development, Internet research, and Microsoft Office. The use of electronic mail was used in a two-way communication with parents. A dramatic increase was observed in the use of technology for the delivery of curriculum.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.2**	**3.8**	**4.2**
Co-Supporters	**3.7**	**3.2**	**3.8**
Co-Learners	**4.0**	**3.0**	**3.4**
Co-Teachers	**3.9**	**3.2**	**3.8**
Co-Advisors	**3.3**	**3.0**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

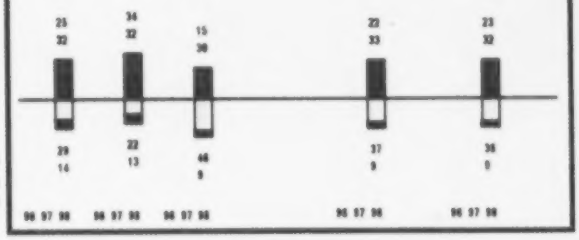
The parent-community involvement has been strong in this inaugural year with a log maintained of the number of volunteers who will be recognized at an Appreciation Tea. Communication between parents and school was emphasized through parent handbooks, newsletters and homework agendas. Parents were invited to participate in numerous learning opportunities with their children.

Standardized Test Results

Grade 3

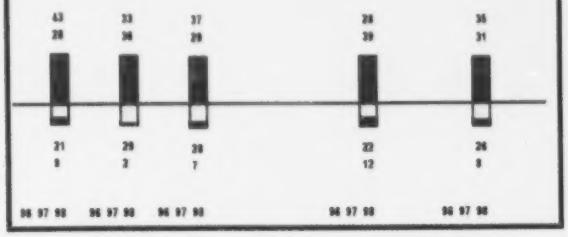
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	54.7	59	47	56.5	53.5
District	53.8	62.2	47.6	55.5	54.5
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	79	79	78	79	78

Percent of Students in Each Quarter



Grade 5

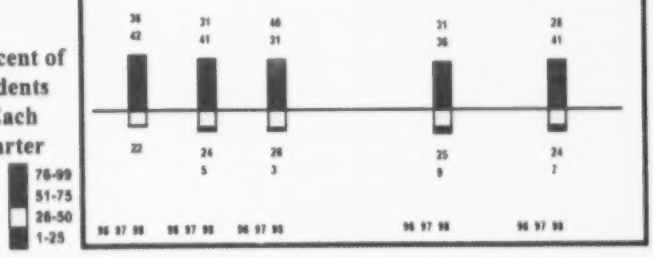
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	65.3	62.3	65.3	59.7	66.2
District	65.7	62.8	64.6	56.6	65.3
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	91	91	90	91	91



Grade 7

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	68	61.4	67.5	67.3	60.3
District	67.4	61.9	58.6	59.8	56.7
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	59	59	58	59	58

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	52%	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	524	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	490	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

South Elementary/Middle School
PSC 455, Box 169
FPO AP 96540-1054

DSN Phone: 336-2606
Fax Number: 671-339-5810
Commercial Phone:
671-339-2606

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	89	Met	28.1%	66.3%	4.5%	0%	1%
8	98	55	Met	38.2%	43.6%	16.4%	1.8%	0%

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SECTION O

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

LAUREL BAY DISTRICT
1997-1998

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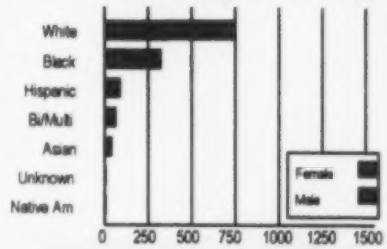
Department of Defense Education Activity
Laurel Bay Schools (PK-6)
1997/98 District Profile
Thomas J. Silvester, Superintendent

District Characteristics

Student Enrollment - 1,222



Grade	
PreK	135
K	184
1	174
2	173
3	147
4	157
5	131
6	121
Total	1222

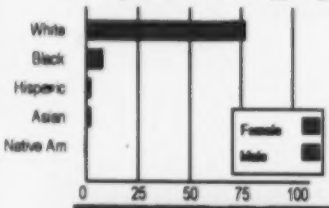
Sponsor Affiliation	
Marine	94%
Army	<.5%
Navy	6%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	168	14%
K-8	TAG	174	14%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	6
4-6	14
7-10	8
> 10	53

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	4
Classroom Teachers	61
Special Education	10
Other Professionals	12

Teacher Education	
Degree	Teachers
BA/BS	39 %
MA/MS	57 %
Doctorate	3 %

Superintendent's Highlights

The Consolidated South Carolina DDESS District (comprised of Laurel Bay Marine Corp. Air Station at Beaufort and Fort Jackson in Columbia) continued its quest for higher standards and sharing of "Best Practices."

Curriculum alignment was addressed and efforts were continued to match programs to National Standards. Particular emphasis was placed on accountability and assessment issues, especially in preparation for the first year involvement with the new "Terra Nova" multiple assessments instrument.

A district-wide Mentoring Program was implemented and involved the total community. The Commanding General, his staff and 150 military and civilian mentors were involved with school age students. Results were very positive, and the program will be expanded during the 1998-99 school year.

In-service activities included math workshops, accelerated reader sessions,, and School Home Partnerships. The first ever "shared" staff development activity was conducted using "in-house" experts for all sessions. Additional accolades were garnered for the district as we continued to celebrate a National Blue Ribbon School and a DDESS Principal-of-the Year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students continued to have access to technology through utilization of thought provoking software programs, greater involvement with the Accelerated Reader program, and with mastery of the DoDEA Technology objectives. In addition, greater emphasis on research using electronic data resulted in numerous multi-media projects.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The district continued its piloting of a new math series. Latest achievement data indicated that the pilot was successful and will be expanded across more grades. The alignment of math standards with the curriculum and assessment program was completed. Math and science manipulatives continued to be used extensively as instructional tools.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff members were extensively trained in devising and utilizing classroom assessment tools. A sample of teachers was introduced to the Work Sampling System, and will be trained during the summer in order to pilot the program during the 1998-99 school year. Training of teachers and educational aides on new technology issues and equipment was accomplished during the school year.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A survey of staff needs regarding technology was utilized and resulted in numerous mini-workshops across the district. Greater utilization of the Internet and access to computer peripherals, ie. scanners, digital cameras and laser disc players, was accomplished during the year. Technology committees were formed and provided recommendations regarding technology issues.

Average Ratings of SHIP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**3.9**	**4.2**
Co-Supporters	**3.6**	**3.8**
Co-Learners	**3.0**	**3.4**
Co-Teachers	**3.3**	**3.8**
Co-Advisors	**2.9**	**3.5**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents were used throughout the schools as valuable community resources. The rich and diverse experiences of our parents enabled them to co-teach and offer cultural and career activities. A Mentoring Program was implemented during the school year and became extremely successful. One hundred fifty mentors were involved and included the Commanding General and his staff.

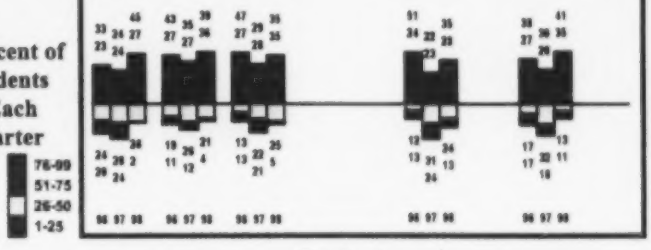
Standardized Test Results

Grade 4

1998 Median Percentiles for:

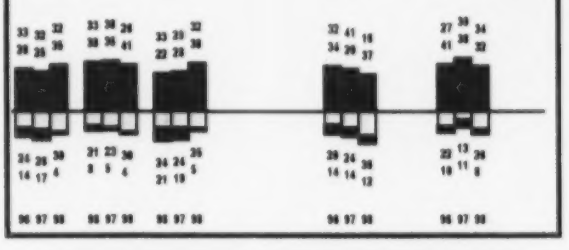
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	72.2	67.2	65.3	63.2	71
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	136	136	135	136	136

Percent of Students in Each Quarter



Grade 5

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	62.3	63.1	62.3	51.8	66.8
	63.2	60.5	62	56.7	63.2
	50	50	50	50	50
	112	112	111	112	112

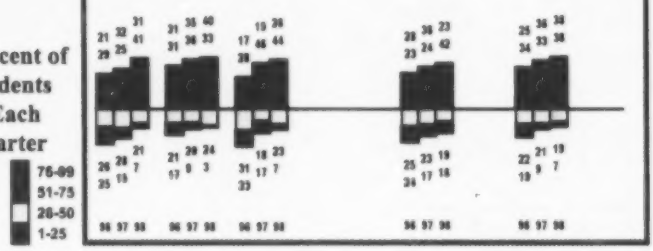


Grade 6

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	65.7	69	62.8	61.7	69.3
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	103	103	103	103	103

Percent of Students in Each Quarter



SAT Results				
		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

South Carolina DDESS Schools
Laurel Bay, SC 29902

DSN Phone:
Fax Number: (803) 846-6316
Commercial Phone:
(803) 846-6105

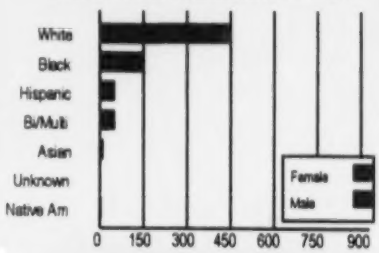
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	104	Met	20.2%	74%	5.8%	0%	0%

Laurel Bay, SC

Department of Defense Education Activity
Laurel Bay Primary School (PK-2)
1997/98 School Profile
Jan Long, Principal

School Characteristics

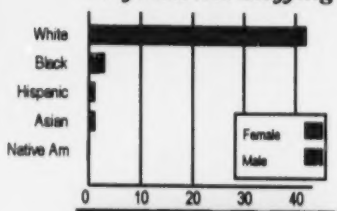
Student Enrollment - 666



Grade	
PreK	135
K	184
1	174
2	173
Total	666

Sponsor Affiliation	
Marine	95%
Army	<.5%
Navy	5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	2
Classroom Teachers	29
Special Education	5
Other Professionals	9

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	87	13%
K-8	TAG	120	18%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	1
1-3	4
4-6	6
7-10	3
> 10	31

Mobility Rate
33% Per Year

Teacher Education	
BA/BS	40 %
MA/MS	56 %
Doctorate	4 %

Principal's Highlights

All special needs students at LBPS are now contributing to our regular classroom programs. We initiated a Pre-referral Committee for suspected special needs students in an attempt to increase services or modifications to programs more efficiently.

Eight full-day kindergarten classes were planned, organised, and implemented within one week of the beginning of the school year. Scholastic's "Literacy Place" reading/language arts program was reviewed, purchased, inserviced, and implemented prior to the winter holidays. Student checklists for the use of manipulatives in math and science were developed and maintained. Student proficiency checklists were developed to determine the extent to which our students are gaining technology skills. A science/math equipment lending room was initiated which displays available manipulatives.

Our school facility was totally refurbished with electrical wiring, lights, and computer network cabling. New file servers were installed. New software is being purchased which will upgrade our student keyboarding and writing capabilities.

A parent information center was organized and is available for parent study, conversing, and video viewing. An "Administrative Feedback" section was included in the monthly newsletter.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Our network system was completed 4/98. Most students had access to a lab through most of the year; some had limited access to computers. A technology proficiency checklist was maintained for all students to determine the extent of their basic technology skills. We are progressing well. With the new system ready for use SY 98-99, proficiency will increase dramatically.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A checklist which records the use of manipulatives in these content areas indicate an increased use of concrete materials to enhance concept attainment. We continue to refine our curriculum goals and objectives as we investigate various math curricula which will be most useful to reach those goals and objectives.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The professional development committee planned workshops and invited a USC professor to assist with manipulative materials and inquiry based teaching strategies designed to enhance our instruction of math and science programs. A joint staff development day was organized at which 25 educators from Ft. Jackson and LB shared their talents with their colleagues.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A computer committee was formed and discussion ensued about our technology program and software. Study groups were arranged and implemented for staff interested in updating their skills on the equipment and software that we now have. Books and software for the Accelerated Reader Program were purchased.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.2	3.9	4.2
Co-Supporters	3.7	3.6	3.8
Co-Learners	2.8	3.0	3.4
Co-Teachers	3.1	3.3	3.8
Co-Advisors	2.9	2.9	3.5
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A Parent Center was organized and is open for all parents to peruse and checkout parenting and ECE developmental information. A list was established of linguistic parent volunteers who were willing to assist with translations during registration, assessments, or any other occasion where English would pose a problem for other parents and/or students.

Standardized Test Results

1998 Median Percentiles for: School / District / DDESS / Nation

Students

Percent of Students in Each Quarter: 76-99, 51-75, 26-50, 1-25

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1998 Median Percentiles for: School / District / DDESS / Nation

Students

Percent of Students in Each Quarter: 76-99, 51-75, 26-50, 1-25

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Laurel Bay P S
Laurel Bay Schools
Laurel Bay, SC 29902

DSN Phone:
Fax Number: (803) 846-6316
Commercial Phone:
(803) 846-6100

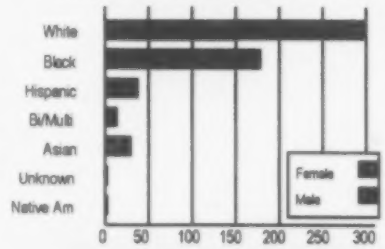
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			75% => Proficient					

Laurel Bay, SC

Department of Defense Education Activity
Laurel Bay Intermediate School (3-6)
1997/98 School Profile
Celeste Prince-Brown, Principal

School Characteristics

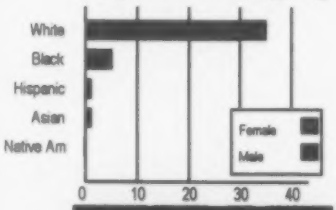
Student Enrollment - 556



Grade	
3	147
4	157
5	131
6	121
Total	556

Spouses' Affiliation	
Marine	92%
Army	<.5%
Navy	8%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	32
Special Education	5
Other Professionals	3

Special Programs			
Grade Offered	Program		
PK-12	Special Education	81	15%
K-8	TAG	54	10%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	8
7-10	5
> 10	22

Mobility Rate
23% Per Year

Teacher Education	
Degree	Teachers
BA/BS	38 %
MA/MS	60 %
Doctorate	2 %

Principal's Highlights

At Laurel Bay Intermediate School, we are committed to increasing student achievement through the improvement of instruction in all major areas of the curriculum. Through increased staff awareness of curricular issues and shared decision-making regarding improvements, we can better prepare our students for their present and future roles in our society.

We are currently involved in the task of aligning textbook materials, standardized tests, and national standards in the areas of mathematics, science, and social studies. We want to ensure that the appropriate and expected knowledge and skills are taught and that we are teaching what is tested.

Our language arts instruction has been enhanced with significant increase in the amount of in-school reading practice time in appropriate books, provided for all students. Teachers are reading aloud to students daily. We have increased oppotunities for students to practice writing skills, and began a pen-pal project. Daily geography lessons for students at all grade levels were implemented.

We continue to focus on the improvement of home, school, and community relationships through an increased number and type of parent workshops, and the extention of our military mentoring program.

DoDEA Strategic Plan: School Improvement Implementation
School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students used technological skills for completing work in their weekly computer classes, their classrooms, and a small open-access lab. The media specialist provided lessons on the use of CD-ROM software. The use of the Accelerated Reader was expanded and additional software applications were added for math and language arts. Students were taught how to use the Internet.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The alignment of national math standards, standardized test objectives, and instructional materials was completed. Family Math and Science workshops and a science fair workshop were held for parents and students. Math software was added to the schoolwide network. The academic assistance program was flexibly structured so as to support increased numbers of students in math.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional development focused primarily on improving computer/technological skills of staff members. Teachers attended in-house computer workshops based on individual needs. Additional training was provided on Reading Renaissance techniques and the teaching of study skills. The study of math instructional techniques was continued.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A survey was conducted to determine skill levels of staff members, and staff development was provided to meet individual needs. The technology committee recommended software and hardware acquisitions for future funding. Access to the world-wide web was established in the library media center and computer lab. The local area network was upgraded.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**3.5**	**3.9**	**4.2**
Co-Supporters	**3.5**	**3.6**	**3.8**
Co-Learners	**3.2**	**3.0**	**3.4**
Co-Teachers	**3.4**	**3.3**	**3.8**
Co-Advisors	**2.9**	**2.9**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The military mentoring program was expanded through improved communication with base commanders and increased staff awareness. Monthly Family Reading Nights were begun, and were well attended. A series of parent workshops was provided by the counselor on identified topics of interest. The Parent Center was promoted and improved through the addition of materials.

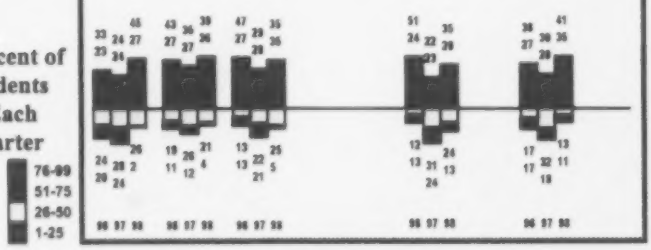
Standardized Test Results

Grade 4

1998 Median Percentiles for:

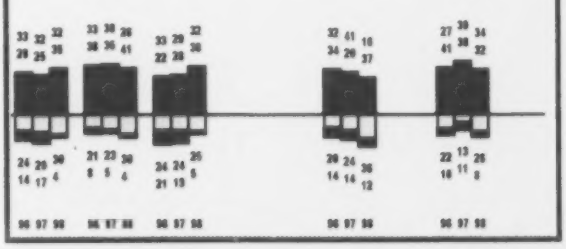
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	72.2	67.2	65.3	63.2	71
District	72.2	67.2	65.3	63.2	71
DDESS	66.3	61.4	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	136	136	135	136	136

Percent of Students in Each Quarter



Grade 5

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	62.3	63.1	62.3	51.8	66.8
	62.3	63.1	62.3	51.8	66.8
	63.2	60.5	62	56.7	63.2
	50	50	50	50	50
	112	112	111	112	112

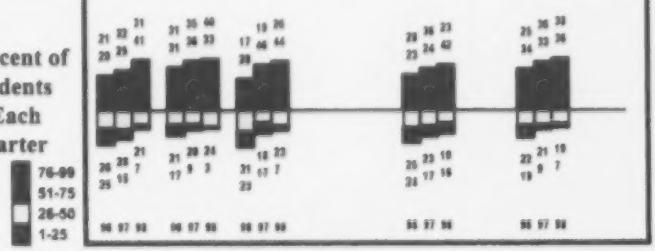


Grade 6

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	65.7	69	62.8	61.7	69.3
District	65.7	69	62.8	61.7	69.3
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	103	103	103	103	103

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Laurel Bay I S
Laurel Bay Schools
Laurel Bay, SC 29902

DSN Phone:
Fax Number: (803) 846-9283
Commercial Phone:
(803) 846-6363

DoDEA Writing Assessment								
					Percent at Each Performance Level			
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** 75% => Proficient	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	98	104	Met	20.2%	74%	5.8%	0%	0%

SECTION P

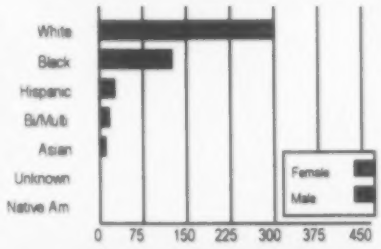
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

MAXWELL DISTRICT
1997-1998

Department of Defense Education Activity
Maxwell AFB Dependents Schools (PK-6)
1997/98 District Profile
Clarence Jones, (Acting) Superintendent

District Characteristics

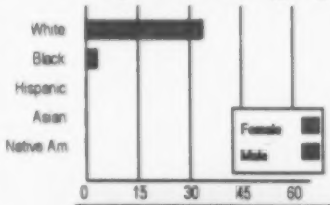
Student Enrollment - 472



Grade	
PreK	59
K	71
1	69
2	68
3	63
4	56
5	46
6	40
Total	472

Sponsor Affiliation	
Marine	2%
Army	2%
Navy	2%
Air Force	94%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	3
Classroom Teachers	21
Special Education	4
Other Professionals	9

Teacher Experience	
New	0
1-3	0
4-6	0
7-10	2
> 10	33

Teacher Education	
BA/BS	34 %
MA/MS	66 %
Doctorate	0 %

Mobility Rate
22% Per Year

Special Programs

Grade Offered	Program		
PK-12	Special Education	32	7%
K-8	TAG	64	14%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Superintendent's Highlights

Maxwell Elementary School has seen a year of continued growth in availability and utilization of technology. Classrooms in first through sixth grade, enrichment and remedial education are equipped with five computer workstations. Special education rooms are equipped with multiple workstations. At least one computer workstation and a compact disk interactive (CDI) system is available in each preschool and kindergarten classroom. Two technology labs are each equipped with twelve workstations for student use. Workstations are also available in art, music, and physical education. This year, students and staff members have received training in integration of technology. An educational technologist was added to the staff this year to assist technology training.

Three science-project labs for grades kindergarten through sixth have been established. Additional hands-on science materials were added this year to further enhance the presentation of science concepts.

The school-home partnership is enhanced by parent participation on the SIP, curriculum, Policy and Leadership Management Committees.The PTO and parent volunteer program are vital components of the MES family.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency

The completion of 5 workstations in each classroom and the addition of 3 computer labs has resulted in major advances for students. Individual students demonstrated competency in predetermined areas, documented in students' files, and have produced exemplary products using a variety of technological information sources and equipment.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

NCTM Standards and the Alabama Course of Study have served as a basis for curriculum design that has resulted in modifying classroom practices as documented in weekly lesson plans. End of the year data will be collected from the DoDEA achievement test to compare results with previous years.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

All professional development activities are linked directly to achieving DoDEA benchmarks. A total of 36 hours of in-service in use and integration of technology have been provided for all instructional staff members. An educational technologist has been employed to assist teachers in their training and in working with their students.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Electronic portfolios of student work have been provided through the Accelerated Reader program. In addition, each teacher has writing portfolios on each individual student. Training in the use of Excel for record keeping and as a grade book have been provided to all teachers. Lesson plans are transmitted to the school office by electronic transfer.

Average Ratings of SIP Progress		
Tier	District	DDESS
Co-Communicators	3.9	4.2
Co-Supporters	3.4	3.8
Co-Learners	2.2	3.4
Co-Teachers	3.4	3.8
Co-Advisors	3.3	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

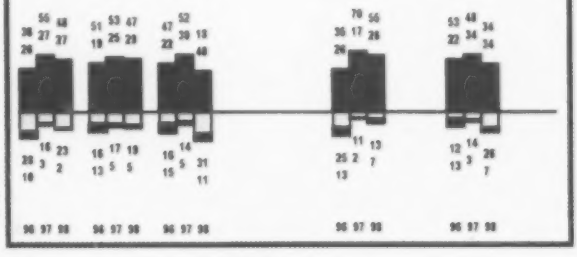
The emphasis has been on increased communication between school and home and on parent involvement in decision making activities. Monthly SIP newsletters with pictures of students accomplishing benchmarks have been sent to parents. All teachers sent classroom newsletters at least twice a month. Parents have been included on policy teams as co-decision makers.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	73	74.4	55.2	77.4	64.8
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	62	62	62	62	62

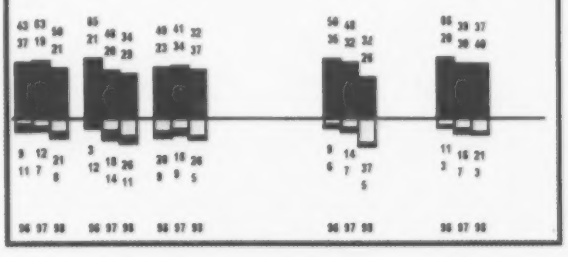
Percent of Students in Each Quarter



76-99 51-75 26-50 1-25

Grade 5

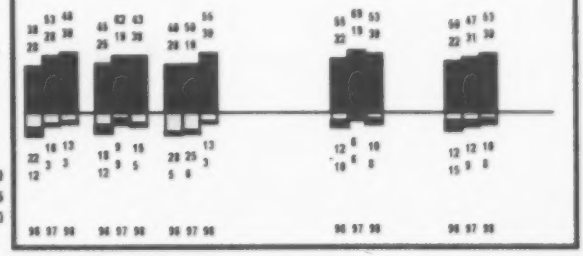
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	72.7	63	58.5	56.8	62.5
	63.2	60.5	62	56.7	63.2
	50	50	50	50	50
# Students	38	38	38	38	38



Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	73.5	72.7	77.5	76.3	78.5
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	40	40	40	40	40

Percent of Students in Each Quarter



76-99 51-75 26-50 1-25

SAT Results		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Alabama DDESS Schools
800 Magnolia Blvd., Bldg.
Maxwell AFB, AL 36112-6147

DSN Phone: 493-6533
Fax Number: (334) 953-5302
Commercial Phone:
(334) 953-6533

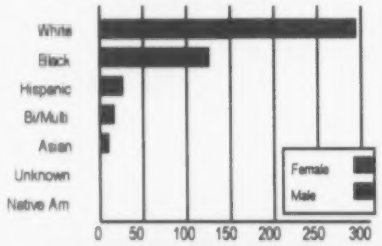
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Montgomery, AL

Department of Defense Education Activity
Maxwell Air Force Base Elem. School (PK-6)
1997/98 School Profile
Sharon Davis, Principal

School Characteristics

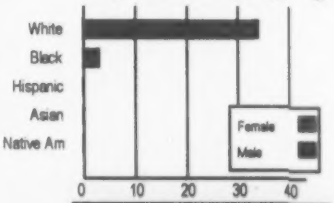
Student Enrollment - 472



Grade	
PreK	59
K	71
1	69
2	68
3	63
4	56
5	46
6	40
Total	472

Sponsor Affiliation	
Marine	2%
Army	2%
Navy	2%
Air Force	94%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	3
Classroom Teachers	21
Special Education	4
Other Professionals	9

Special Programs

Grade Offered	Program		
PK-12	Special Education	32	7%
K-8	TAG	64	14%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	33

Mobility Rate
22% Per Year

Teacher Education

Degree	Teachers
BA/BS	34 %
MA/MS	66 %
Doctorate	0 %

Principal's Highlights

Maxwell Elementary School has seen a year of continued growth in availability and utilization of technology. Classrooms in first through sixth grade, enrichment and remedial education are equipped with five computer workstations. Special education rooms are equipped with multiple workstations. At least one computer workstation and a compact disk interactive (CDI) system is available in each preschool and kindergarten classroom. Two technology labs are each equipped with twelve workstations for student use. Workstations are also available in art, music, and physical education. This year, students and staff members have received training in integration of technology. An educational technologist was added to the staff this year to assist technology training.

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DoDEA Strategic Plan: School Improvement Implementation School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The completion of 5 workstations in each classroom and the addition of 3 computer labs has resulted in major advances for students. Individual students demonstrated competency in predetermined areas, documented in students' files, and have produced exemplary products using a variety of technological information sources and equipment.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

NCTM Standards and the Alabama Course of Study have served as a basis for curriculum design that has resulted in modifying classroom practices as documented in weekly lesson plans. End of the year data will be collected from the DoDEA achievement test to compare results with previous years.

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All professional development activities are linked directly to achieving DoDEA benchmarks. A total of 36 hours of in-service in use and integration of technology have been provided for all instructional staff members. An educational technologist has been employed to assist teachers in their training and in working with their students.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Electronic portfolios of student work have been provided through the Accelerated Reader program. In addition, each teacher has writing portfolios on each individual student. Training in the use of Excel for record keeping and as a grade book have been provided to all teachers. Lesson plans are transmitted to the school office by electronic transfer.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	3.9	3.9	4.2
Co-Supporters	3.4	3.4	3.8
Co-Learners	2.2	2.2	3.4
Co-Teachers	3.4	3.4	3.8
Co-Advisors	3.3	3.3	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The emphasis has been on increased communication between school and home and on parent involvement in decision making activities. Monthly SIP newsletters with pictures of students accomplishing benchmarks have been sent to parents. All teachers sent classroom newsletters at least twice a month. Parents have been included on policy teams as co-decision makers.

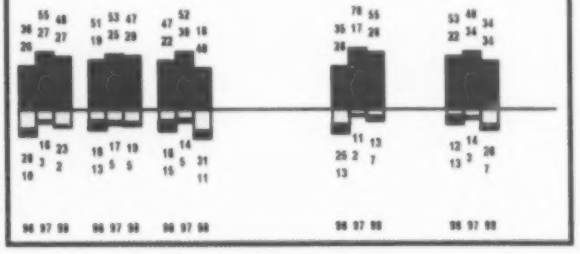
Standardized Test Results

Grade 3

1998 Median Percentiles for:

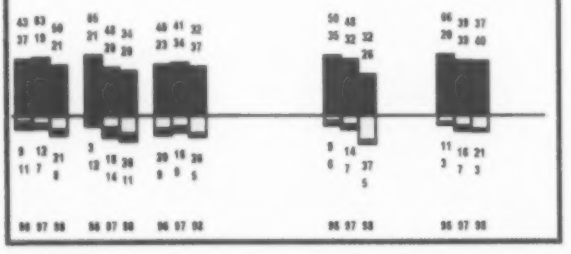
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	73	74.4	55.2	77.4	64.8
District	73	74.4	55.2	77.4	64.8
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	62	62	62	62	62

Percent of Students in Each Quarter



Grade 5

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	72.7	63	58.5	56.8	62.5
	72.7	63	58.5	56.8	62.5
	63.2	60.5	62	56.7	63.2
	50	50	50	50	50
	38	38	38	38	38

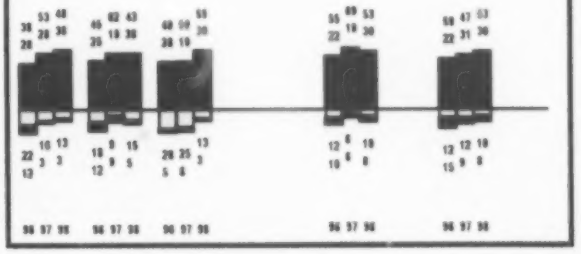


Grade 6

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	73.5	72.7	77.5	76.3	78.5
District	73.5	72.7	77.5	76.3	78.5
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	40	40	40	40	40

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Maxwell E S
800 Magnolia Blvd
Maxwell AFB, AL 36112-6147

DSN Phone: 493-6533
Fax Number: (334) 953-5302
Commercial Phone:
(334) 953-6533

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** 75% => Proficient	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**

SECTION Q

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

QUANTICO DISTRICT
1997-1998

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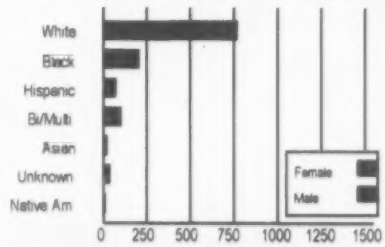
Department of Defense Education Activity
Quantico Dependents School System (PK-12)
1997/98 District Profile
Lawanna Mangleburg, Superintendent

District Characteristics

Student Enrollment - 1,230



Grade	
PreK	126
K	135
1	118
2	135
3	101
4	109
5	98
6	80
7	70
8	79
9	60
10	52
11	30
12	37
Total	1230

Sponsor Affiliation	
Marine	93%
Army	<.5%
Navy	3%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs

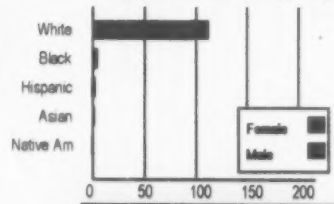
Grade Offered	Program	#	%
PK-12	Special Education	107	9%
K-8	TAG	61	6%
K-12	ESL	14	1%
AP Courses Offered		5	
Students Taking AP Courses		14	21%

Teacher Experience

Years	Teachers
New	0
1-3	6
4-6	7
7-10	11
> 10	89

Mobility Rate
28% Per Year

Professional Staffing



School Staff

Category	# FTE
Administrators	5
Classroom Teachers	71.5
Special Education	12
Other Professionals	25

Teacher Education

Degree	% Teachers
BA/BS	31 %
MA/MS	68 %
Doctorate	1 %

Superintendent's Highlights

All schools in VADDESS have demonstrated significant progress toward achieving the Benchmarks of the DoDEA Strategic Plan. With assistance of Educational Technologists in each school, classroom teachers have accelerated their own learning and the learning of their students through the use of technology.

Virginia Schools have been leaders in the DoDEA Presidential Technology Initiative, the World-Wide technology courseware testbed and implementation initiative. Under this initiative, teachers have developed technology integration plans, classroom lessons, and worked with software developers. Virginia fostered partnerships in world-wide technology training by sharing their expertise on a DoDEA-Wide basis.

Advanced professional development was provided at the school level with district support. Peer coaches provided instruction and feedback to new teachers who focused on the Quantico Program of Instructional Effectiveness.

Efficiency and effectiveness were increased in management practices, and all worked toward alignment of instruction and curriculum with the new multiple assessment program, Terra Nova. Local partnerships enhanced all educational programs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

During this school year, VADDESS has made concentrated efforts to implement programs that would support the curriculum and the integration of technology into the curriculum. The students' work sampling, assessments, and various projects demonstrate increased growth in technology proficiency across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Implementation of the SuccessMaker, Math Concepts and Skills program in grades 1-7, along with increased efforts to collect and analyze assessment data in both science and math, are positioning VADDESS to accurately analyze current programs and implement quality improvements. Data collection and analysis will remain high priorities for SY 98/99.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The Quantico Program of Instructional Effectiveness (QPIE) remains the back-bone of providing effective research-based instruction for all students within VADDESS. While site-based staff development is the cornerstone of meeting our professional development needs, linking with ongoing DoDEA activities has enhanced the offerings for our instructional staff.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

In efforts to improve services through the use of technology in the areas of instruction, fiscal and resource management, and record keeping throughout the system, support mechanisms of planning, implementation, and evaluation have been used to ensure the effectiveness and efficiency of these services.

Average Ratings of SIP Progress		
Tier	District	DDESS
Co-Communicators	4.8	4.2
Co-Supporters	4.1	3.8
Co-Learners	3.8	3.4
Co-Teachers	4.0	3.8
Co-Advisors	3.9	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

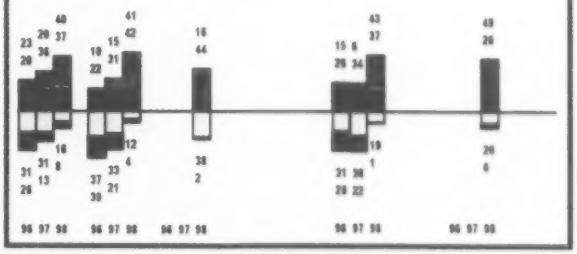
VADDESS supports the multi-tiered, multi-faceted School-Home Partnership at all schools. We have increased stakeholder participation in district planning/evaluation, and several joint service projects have been implemented with base organizations to meet the needs of children.

Standardized Test Results

Grade 3

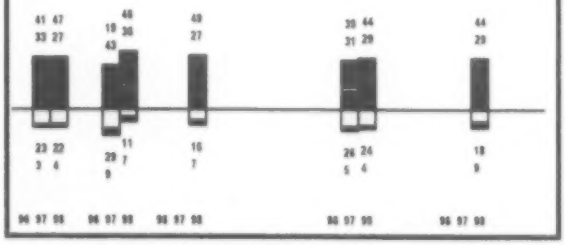
1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	68.5	73.3	54.5	71.8	74.7
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	90	90	90	90	90

Percent of Students in Each Quarter



Grade 7

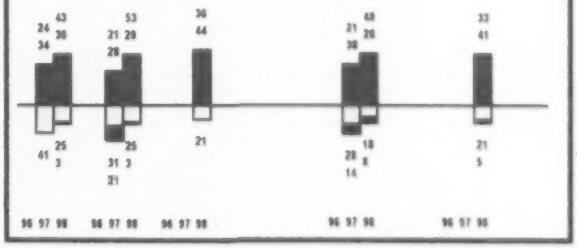
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	70	72.8	75	73.7	69
DDESS	66.4	61.7	61.7	60.5	60.8
Nation	50	50	50	50	50
# Students	55	55	55	55	55



Grade 10

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	70	80	69.8	76	66.3
DDESS	67.8	66.7	68.9	64.8	64.5
Nation	50	50	50	50	50
# Students	40	40	39	39	39

Percent of Students in Each Quarter



SAT Results		District	DDESS	Nation
% Participating	97	35%	49%	41%
	98	76%	74%	43%
Math Avg Score	97	503	481	511
	98	530	481	512
Verbal Avg Score	97	520	495	505
	98	519	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Virginia DDESS Schools
3308 John Quick Rd, Suite
Quantico, VA 22134-1702

DSN Phone: 278-2319
Fax Number: (703) 784-3100
Commercial Phone:
(703) 784-2319

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

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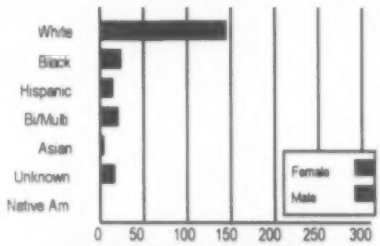
Quantico, VA

Department of Defense Education Activity
Ashurst Elementary School (K-3)
1997/98 School Profile
Janice P. Weiss, Principal

School Characteristics

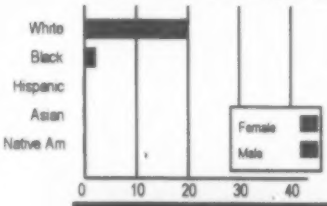
Student Enrollment - 221



Grade	
K	57
1	49
2	68
3	47
Total	221

Sponsor Affiliation	
Marine	88%
Army	2%
Navy	5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	13
Special Education	1
Other Professionals	7

Special Programs

Grade Offered	Program		
PK-12	Special Education	18	8%
K-8	TAG	14	6%
K-12	ESL	8	4%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience Years	Teachers
New	0
1-3	1
4-6	0
7-10	1
> 10	20

Mobility Rate
23% Per Year

Teacher Education Degree	Teachers
BA/BS	27 %
MA/MS	73 %
Doctorate	0 %

Principal's Highlights

W. W. Ashurst Elementary School has been successful in achieving the 1997-98 DoDEA Benchmarks as a result of the continued professional, collaborative efforts of the staff along with active parental participation.

A warm, nurturing, supportive and welcoming climate is the setting in which high expectations are established and maintained for all students through the mastery of fundamental skills and the development of higher level thinking skills.

The writing process continues to be an area of emphasis in all classrooms with formal assessments of all children's writing products on a quarterly basis.

A student-operated closed circuit television broadcast, weekly assemblies, swimming program, science and social studies fairs, reading incentive programs, music programs and writing incentive activities have augmented the curricula. Quarterly technology projects have been fulfilled by all classes with an emphasis on integration of technology across the curriculum.

A school-home partnership is fostered at Ashurst where each child is an "Allstar."

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students in grades K-3 completed quarterly projects which exhibited grade level technological proficiency. The SuccessMaker software was utilized in grades 1-3 to enrich the math curriculum and provide language arts support for at-risk students. Basic computer skills were reinforced through the "hands-on" utilization of library research software.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Growth in math and science was validated by Terra Nova composite group scores for 3rd grade at the 77th and 77th national percentiles respectively. Higher level thinking/problem solving skills continue to receive daily emphasis. SuccessMaker math software ensured a solid skill/concept foundation for all students with an average growth of 1.14 years at 3rd grade.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Five early-release days were incorporated into the school calendar for the purpose of professional development. Fourteen inservices were offered throughout the year, as well as weekly training in technology integration, assessment, and SIP. Twenty-eight courses or conferences were attended. New professional staff were provided instructional effectiveness training.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

A computerized inventory of the school equipment was recorded onto the database by the supply technician. Student data has been maintained through the SASI program. The educational technologist and instructional technology specialist worked together to provide training, technical support, and technical maintenance for the total school technology program.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.8**	**4.8**	**4.2**
Co-Supporters	**4.1**	**4.1**	**3.8**
Co-Learners	**3.9**	**3.8**	**3.4**
Co-Teachers	**3.9**	**4.0**	**3.8**
Co-Advisors	**3.8**	**3.9**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

One-hundred percent of the families attended two parent-teacher conferences this year. Participation included school events such as Strategic Planning, Family Math Night, Science Fair and technology demonstrations. Information was [illegible]ed between the school and home via frequent, timely newsletters/articles. Eighty-nine community volunteers donated 2,000 hours.

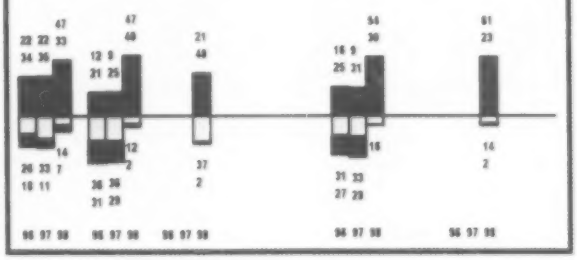
Standardized Test Results

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	73.7	73	54	76.5	76.7
District	68.5	73.3	54.5	71.8	74.7
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	43	43	43	43	43

Percent of Students in Each Quarter



Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1998 Median Percentiles for:

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science

School
District
DDESS
Nation
 # Students

NOT APPLICABLE

Percent of Students in Each Quarter

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	35%	49%	41%
	98	NA	76%	74%	43%
Math Avg Score	97	NA	503	481	511
	98	NA	530	481	512
Verbal Avg Score	97	NA	520	495	505
	98	NA	519	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Ashurst E S
4320 Dulaney St.
Quantico, VA 22134-2248

DSN Phone:
Fax Number: (703) 784-2694
Commercial Phone:
(703) 221-4108

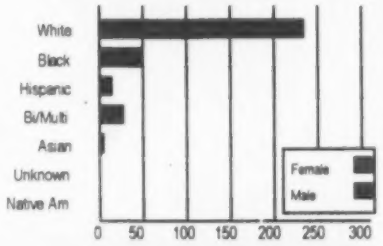
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Quantico, VA

Department of Defense Education Activity
Burrows Elementary School (PK,4-5)
1997/98 School Profile
Jeanette H. Gordon, Principal

School Characteristics

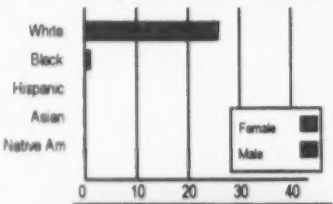
Student Enrollment - 326



Grade	
PreK	119
4	109
5	98
Total	326

Sponsor Affiliation	
Marine	95%
Army	<.5%
Navy	2%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	4
Other Professionals	6

Special Programs

Grade Offered	Program		
PK-12	Special Education	27	8%
K-8	TAG	11	3%
K-12	ESL	2	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	4
4-6	3
7-10	4
> 10	15

Mobility Rate
35% Per Year

Teacher Education

Degree	Teachers
BA/BS	38 %
MA/MS	62 %
Doctorate	0 %

Principal's Highlights

The school improvement planning process was streamlined by integrating technology, staff development, and parental participation within the instructional areas addressed in the benchmarks.

The addition of an Educational Technologist resulted in great strides being made in the integration of technology within the curriculum. Over 100 hours of staff training in the use of hardware/software was provided on site. All staff received intensive training in the use of CCC Success Maker Math Program.

Significant math gains in concepts and skills were made as a result of the consistent use of this program in addition to the use of varied teaching strategies.

Programs targeting at risk readers and writers were implemented utilizing support staff and parents. Positive gains were made in the reading comprehension of students initially identified in the bottom quartile.

The SACS Accrediting Team in April, commended the parents and staff for their knowledge of, and active involvement in, the school improvement process. 189 Parent Volunteers were honored with a breakfast and awards for their involvement as partners in education.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Classroom computers and the daily lab schedule gave students opportunities to interact with AR, CCC Math, Ami-Pro, Microsoft Office, Lotus Spreadsheet, and Hyper Studio software. The Internet was used in research projects. Use of these programs supported all curriculum objectives through integration. Student portfolios contain sample technology projects from all curriculum areas.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science

CCC Math Student Management System provided pre/post test data. Results indicate that 87% of the 4th and 92% of the 5th grade students made gains of nine months to one year, seven months in math concepts and skills with 18hrs. of CCC and quality teaching. Application of math and technology skills was demonstrated in science lab and Science Fair projects.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The District staff provided intensive training for all staff in the use of CCC Success Math , effective questioning strategies, and activities that promote student achievement. The school, using trained school staff as presenters, provided training in the use of rubrics to assess student writings, integration of technology, and strategies for "Narrowing The Gap" in achievement.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Data generated from the use of CCC and AR-STAR provides information for monitoring progress and planning for intervention. Weekly voluntary training in the use of varied software was provided. Preschool staff training in the use of High/Scope COR software enabled staff to generate progress reports for all parents. Staff are in the process of creating WEB pages for curriculum use.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.4**	**4.8**	**4.2**
Co-Supporters	**4.1**	**4.1**	**3.8**
Co-Learners	**3.4**	**3.8**	**3.4**
Co-Teachers	**3.7**	**4.0**	**3.8**
Co-Advisors	**3.7**	**3.9**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

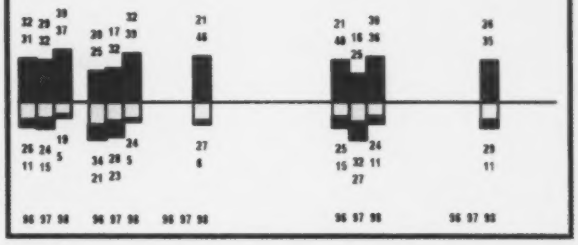
The analysis of the 193 returned Parent Evaluation Surveys of the school's partnership program/practices indicate that 94% of the parents rated all program tiers and practices as being most effective or effective. These results support DODEA's annual self evaluation results. The school improvement team has concluded that emphasis will be given to the Co-Teacher Program in 1998-99.

Standardized Test Results

Grade 4

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	69.6	65	58.5	61.3	55.3
District	69.6	65	58.5	61.3	55.3
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	105	105	104	105	104

Percent of Students in Each Quarter



76-99 51-75 26-50 1-25

Grade 5

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	74	67.6	60.6	60	62
District	74	67.6	60.6	60	62
DDESS	63.2	60.5	62	56.7	63.2
Nation	50	50	50	50	50
# Students	99	99	99	99	99

Percent of Students in Each Quarter

76-99 51-75 26-50 1-25

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

76-99 51-75 26-50 1-25

SAT Results		School	District	DDESS	Nation
% Participating	97	NA	35%	49%	41%
	98	NA	76%	74%	43%
Math Avg Score	97	NA	503	481	511
	98	NA	530	481	512
Verbal Avg Score	97	NA	520	495	505
	98	NA	519	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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3308 John Quick Rd.
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DSN Phone:
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Commercial Phone:
(703) 640-6118

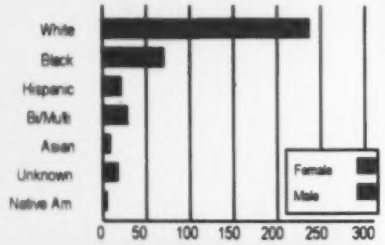
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Quantico, VA

Department of Defense Education Activity
Quantico Middle/High School (6-12)
1997/98 School Profile
F. Coleman Starnes, Principal

School Characteristics

Student Enrollment - 408



Grade	
6	80
7	70
8	79
9	60
10	52
11	30
12	37
Total	408

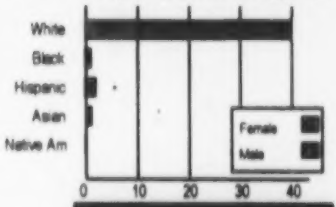
Sponsor Affiliation	
Marine	94%
Army	<.5%
Navy	3%
Air Force	1%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program		
PK-12	Special Education	35	9%
K-8	TAG	34	15%
K-12	ESL	4	1%
AP Courses Offered		5	
Students Taking AP Courses		14	21%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	3
7-10	3
> 10	33

Mobility Rate
21% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	30.5
Special Education	4
Other Professionals	4

Teacher Education	
Degree	Teachers
BA/BS	34 %
MA/MS	63 %
Doctorate	2 %

Principal's Highlights

The first year of the combined Quantico Middle/High School has been very productive. We have achieved our highest level of proficiency in our benchmarks, especially in the area of technology.

Our staff is in the process of creating electronic portfolios for students and providing the training necessary to fulfill our long-term school-wide goals. Our 6th graders have created their portfolios.

Our Computer Curriculum Corporation Success Maker Software has been successfully implemented with a concentration on Math skills. Significant gains have been recognized.

The combining of our two schools necessitated a comprehensive needs assessment and staff development process which has successfully provided a higher level of technological proficiency for our staff.

Our School-Home Partnership has been a source of pride for our school with a high level of community support and satisfaction. Newsletters, telephone hotline, E-mail and volunteer recognition are a few of our many community programs.

Our school is proud to be a part of the Presidential Technology Initiative. Our integration of technology into our curriculum has succeeded beyond our expectations. Some staff members have been a valuable resource for DoDEA as a result of our success.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Our goal of producing written criterion on Electronic Portfolios was completed. A web site to share the committee's research was created. All sixth graders created electronic portfolios using Hyperstudio and Netscape Composer. Each student portfolio contained a total of six assignments from Language Arts and Social Studies. Staff training in Electronic Portfolios will continue.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The integration of SuccessMaker software into the 6th and 7th grade math curriculum has shown an average student gain of 1.06-1.18 years of growth in 16.5-16.9 hours on the system(respectively). Training in Tangible Math and Science Software during SY 97-98 has lead to the development of an implementation plan for SY-98-99.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Based on the results of a needs assessment, a training plan in the areas of technology and instructional effectiveness was developed. Technology workshops were offered in CCC programs, computer-generated progress notices, Excel, web page creation, and PowerPoint. Our QPIE program and block scheduling seminars provided training in instructional effectiveness.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Of the three computer labs, one is utilized for curriculum integration, one for SuccessMaker software, and another for business and vocational studies. We are proud to be part of the Presidential Technology Initiative. Through this initiative many goals have been set to integrate technology in the classroom. Electronic purchasing, inventory, and supply have increased our efficiency.

Average Ratings of SIP Progress			
Tier	School	District	DDESS
Co-Communicators	0	4.8	4.2
Co-Supporters	0	4.1	3.8
Co-Learners	0	3.8	3.4
Co-Teachers	0	4.0	3.8
Co-Advisors	0	3.9	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

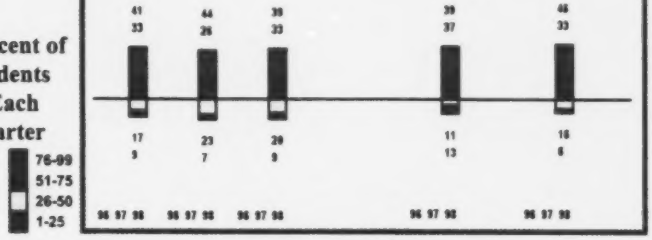
School and Home communication are enhanced through newsletters, student agendas, e-mail, the school pamphlet, and the Hotline. The Hotline is used for homework and major school activity information. Parent volunteers are recognized by communiques, bulletin board, and a luncheon. Family Reading Nights were a school sponsored community event.

Standardized Test Results

Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	70.3	67	65.5	70.7	71.5
District	70.3	67	65.5	70.7	71.5
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	70	70	70	70	70

Percent of Students in Each Quarter



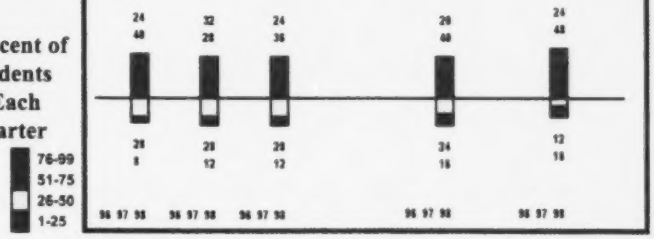
Grade 8

Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
72	76	73	74.7	71
72	76	73	74.7	71
62.8	64.5	61.2	60.9	62.2
50	50	50	50	50
65	65	65	65	65

Grade 11

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	63	53	56	56	66
District	63	53	56	56	66
DDESS	64.5	62.1	63.3	57.6	60.1
Nation	50	50	50	50	50
# Students	25	25	25	25	25

Percent of Students in Each Quarter



SAT Results		School	District	DDESS	Nation
% Participating	97	35%	35%	49%	41%
	98	76%	76%	74%	43%
Math Avg Score	97	503	503	481	511
	98	530	530	481	512
Verbal Avg Score	97	520	520	495	505
	98	519	519	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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3307 Purvis Rd.
Quantico, VA 22134-2198

DSN Phone:
Fax Number: (703) 784-4851
Commercial Phone:
(703) 221-3154

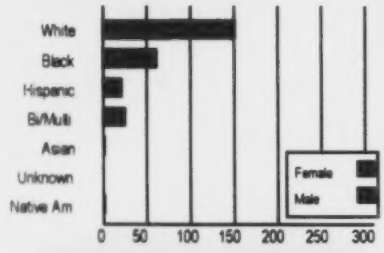
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

Quantico, VA

Department of Defense Education Activity
Russell Elementary School (PK-3)
1997/98 School Profile
Sam C. Bedford, Principal

School Characteristics

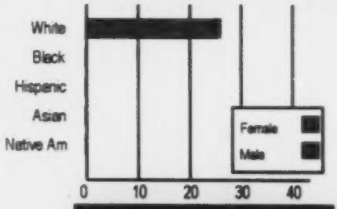
Student Enrollment - 275



Grade	
PreK	7
K	78
1	69
2	67
3	54
Total	275

Sponsor Affiliation	
Marine	95%
Army	1%
Navy	4%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	3
Other Professionals	8

Special Programs			
Grade Offered			
PK-12	Special Education	27	10%
K-8	TAG	2	1%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	3
> 10	21

Mobility Rate
35% Per Year

Teacher Education	
Degree	Teachers
BA/BS	23 %
MA/MS	77 %
Doctorate	0 %

Principal's Highlights

John H. Russell Elementary School is one of DoDEA's most up-to-date schools in the area of technology. Russell is a one story, 15 classroom building with a technology lab, a media information center and a closed circuit television broadcast facility.

We have a strong home/school partnership and communication structure to support our school improvement plan.

We, at Russell, endeavor to achieve success for all students. Our mission statement reads: " Parents and Educators work hand in hand to provide quality opportunities and experiences for present and future success."

The faculty and staff believe in shared decision making, setting goals, writing action plans, and evaluating our efforts. Success has been noted in the areas of technology (the Success Maker program and our Accelerated Reader program), in the area of Math, and most recently with the successful completion of the accreditation process through the Southern Association of Colleges and Schools.

Russell strives to "meet the needs of all students" and assists them in developing to their fullest potential. Russell is a school for all children.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Various software programs have been used to demonstrate student proficiency in technology. The Accelerated Reader (STAR) program enabled students to show growth in reading. In 8 months, 38% of the 1st graders gained more than one year's growth on this system. A gain of 3/4 year or better was recorded in grade 1 by 53%, in grade 2 by 54%, and in grade 3 by 69% of the students.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Mid year implementation of the Success Maker Math program resulted in 8 months or more growth by 84% of the 1st grade and 57% of the 2nd grade. A growth of 7.5 months was achieved by 65% of all 3rd graders. Average time on the system was 21 hours. Spring Terra Nova composite scores show our 3rd grade average to be at the 70th percentile.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff development has been a strong area in our School Improvement Plan. Inservices have been held concerning computer software, special education, rubric training, team skills, the Quantico Program for Instructional Effectiveness, assessments, the work sampling system, and others.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Technology training remains a priority for staff development. Training has been provided in numerous areas - E-mail, SASI, Success Maker, Ami Pro, Lotus 1-2-3, Free Lance Graphics, Accelerated Reader, Internet, Winnebago, Kid Works Deluxe, Network, Spreadsheets, Importing graphics, Digital camera, Laser Disc, File management, Scanner, Labels, and others.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.9**	**4.8**	**4.2**
Co-Supporters	**4.2**	**4.1**	**3.8**
Co-Learners	**4.0**	**3.8**	**3.4**
Co-Teachers	**4.3**	**4.0**	**3.8**
Co-Advisors	**4.1**	**3.9**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Russell School strives to maintain a successful home/school partnership. A survey will be completed by the end of May . Parents continue to rate Russell School high in terms of communication, school climate, and challenging expectations for students. The relationship with the community is strong as noted by a significant number of volunteers.

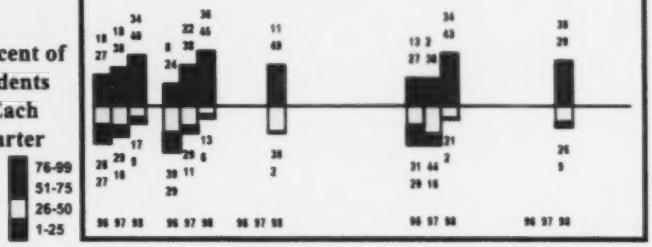
Standardized Test Results

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	62.7	73.5	55	66.7	67.3
District	68.5	73.3	54.5	71.8	74.7
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	47	47	47	47	47

Percent of Students in Each Quarter



	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science

NOT APPLICABLE

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DDESS					
Nation					
# Students					

NOT APPLICABLE

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	35%	49%	41%
	98	NA	76%	74%	43%
Math Avg Score	97	NA	503	481	511
	98	NA	530	481	512
Verbal Avg Score	97	NA	520	495	505
	98	NA	519	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Russell E S
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Quantico, VA 22134-2199

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Commercial Phone:
(703) 221-4161

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

SECTION R

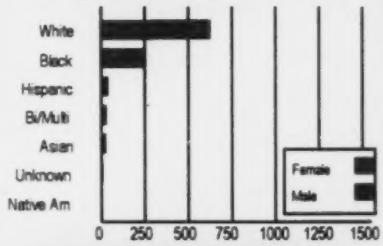
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

ROBINS AFB DISTRICT
1997-1998

Department of Defense Education Activity
Robins AFB School System (PK-6)
1997/98 District Profile
Joseph Guiendon, Superintendent

District Characteristics

Student Enrollment - 919



Grade	
PreK	75
K	135
1	107
2	128
3	117
4	137
5	118
6	102
Total	919

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	<.5%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs

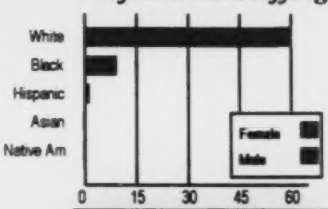
Grade Offered	Program	#	%
PK-12	Special Education	128	14%
K-8	TAG	41	4%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	3
1-3	5
4-6	2
7-10	7
> 10	53

Mobility Rate
34% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	49
Special Education	8
Other Professionals	12

Teacher Education

Degree	Teachers
BA/BS	27 %
MA/MS	73 %
Doctorate	0 %

Superintendent's Highlights

Robins AFB District continues to focus on continuous improvement as well as involvement in all aspects of school operations by staff, students, and parents. The DODEA Strategic Plan provided us with the methodology to improve our practices. The staff has been very successful in the implementation of School Improvement Plans, and 1997-1998 is no exception.

The district continues to improve in all aspects of the plan. Preliminary review of achievement test results shows improvement, while parent involvement, student keyboarding skills, home reading minutes, and student behavior also showed marked improvements. Teachers participated in a wide variety of staff development activities which focused on the benchmarks. Proficiency in technology also improved.

The district initiated several innovative programs in 1997-1998. Accelerated Reader is successfully implemented at all schools and is an integral part of the overall language arts program. A full day program for four-year olds was successfully piloted on a trail basis and is currently being evaluated.

The 1997-1998 school year has been extremely successful. Achievement test scores have risen four years in a row.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students spend more time on computers in classrooms and the labs, showing improved keyboarding skills and technological proficiency.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Benchmark accomplished. Science fairs and parent involvement nights offer students the opportunity for "hands-on" projects. The curriculum policy focuses on staff with measurable standards.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional development is instrumental in having a successful Strategic Plan. Staff focused on technology, special reading programs, leadership, assessment, student behavior management, and student writing.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The district staff implemented successfully an automated equipment tracking system and supply accountability process. More than 100 computers were upgraded.

Average Ratings of SIIP Progress		
Tier	**District**	**DDESS**
Co-Communicators	**4.8**	**4.2**
Co-Supporters	**4.1**	**3.8**
Co-Learners	**3.8**	**3.4**
Co-Teachers	**4.0**	**3.8**
Co-Advisors	**3.9**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

Parent involvement continues to be a major strength of the district and continues to improve. Surveys demonstrate parent commitment to district goals.

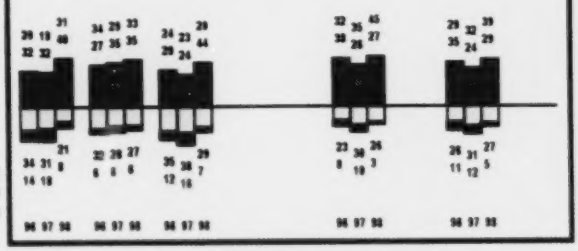
Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	64	63	57.8	74	66.3
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	110	110	110	110	110

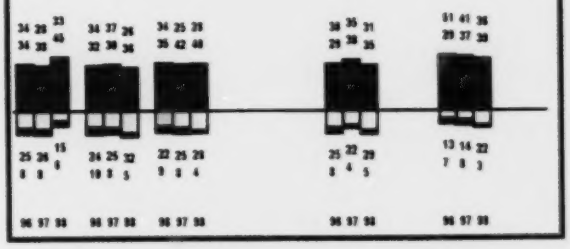
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	65.7	58.4	60.3	63.5	66.4
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	130	130	129	130	129

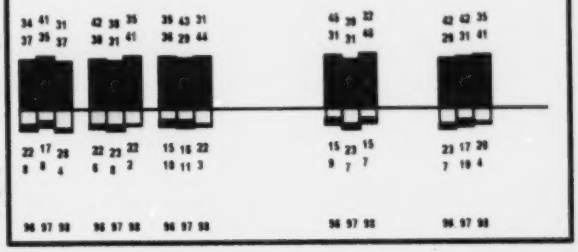


Grade 6

1998 Median Percentiles for:	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
District	61	63.8	65	67.5	69.8
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	95	95	95	95	95

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results				
		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Robins AFB School System
1050 Education Way, Bldg.
Robins AFB, GA 31098-1043

DSN Phone: 468-3671
Fax Number: (912) 926-0525
Commercial Phone:
(912) 926-3671

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			75% => Proficient					

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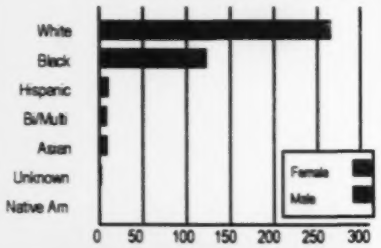
Robins AFB, GA

Department of Defense Education Activity
Linwood Elementary School (PK-6)
1997/98 School Profile
Theresa Schreck, Principal

School Characteristics

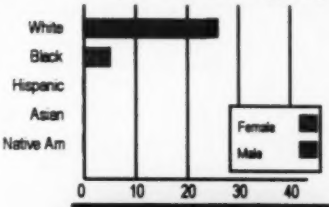
Student Enrollment - 391



Grade	
PreK	38
K	63
1	38
2	45
3	43
4	64
5	52
6	48
Total	391

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	<.5%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	24
Special Education	4
Other Professionals	2

Special Programs			
PK-12	Special Education	53	14%
K-8	TAG	14	4%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	1
1-3	2
4-6	1
7-10	3
> 10	24

Mobility Rate
35% Per Year

Teacher Education	
BA/BS	19 %
MA/MS	81 %
Doctorate	0 %

Principal's Highlights

Linwood Elementary School continues to play an essential role in the Robins West community of Robins Air Force Base. Linwood's Strategic Plan for the school year 1997-98 focused, as always, on the achievement and well being of the over 400 students who live and learn there. Led by its School Improvement Team, Linwood used the Strategic Plan to aid in designing and carrying out programs that led to improved instruction and achievement.

Staff took advantage of the 40 plus computers that were donated by the base, using them to upgrade classroom labs in order for students to have even greater opportunities for word processing, writing, editing and publishing. In addition, the computers were central to the first year implementation of Accelerated Reader in grades four through six. The Accelerated Reader program became the focus for Benchmark 3.1.

The by-weekly geography game for grades 1 through 6 was both educational and fun for students. Linwood's mentoring, volunteer, and home reading programs continued to be very successful. During the 1997-1998 school year, students read over one million minutes.

The PTO took over Student of the Week program, thereby providing consistency and continued enthusiasm throughout the year.

Another great year!

DoDEA Strategic Plan: School Improvement Implementation
School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students in grades 3-6 received training in keyboarding skills. This consisted of 18 consecutive days of intensive computer instruction in conjunction with Children's Writing and Publishing Workshop. There was a 45% average increase in words per minute from previously established baseline on timed typing tests.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students continued to increase knowledge in science and math. Annual Science Fair participation increased with improved scores from the preceding year. In math, special tutoring program for 4th graders in multiplication facts had over a 90% completion rate. Benchmark accomplished.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Internet workshop was conducted with over 25% of staff in attendance. As an indirect result, students are now able to communicate through e-mail with deployed parents. Budget cuts necessitated the cancellation of the planned "brain based" workshop. However, staff stepped in, sharing information obtained through DoDEA training.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Staff trained on computer usage and instructional programs. Forty computers were upgraded.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**3.9**	**4.8**	**4.2**
Co-Supporters	**3.6**	**4.1**	**3.8**
Co-Learners	**3.2**	**3.8**	**3.4**
Co-Teachers	**3.9**	**4.0**	**3.8**
Co-Advisors	**3.1**	**3.9**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A Student of the Week program was implemented by parents with one student per class being recognized weekly. Parent Resource Center was introduced. Materials were selected for the center based on parent survey. Home Reading Program topped 1 million minutes with an increase of 37%. In addition, volunteer hours were increased by 13%.

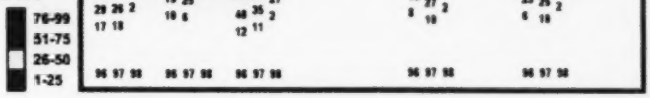
Standardized Test Results

Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	68.8	66	59.8	75.5	78
District	64	63	57.8	74	66.3
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	41	41	41	41	41

Percent of Students in Each Quarter



Grade 4

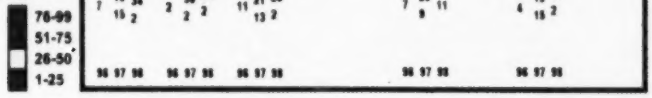
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	59	56.3	60	59.3	64.5
	65.7	58.4	60.3	63.5	66.4
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	60	60	59	60	59

Grade 6

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	60.3	60.8	60	64	69.7
District	61	63.8	65	67.5	69.8
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	47	47	47	47	47

Percent of Students in Each Quarter



SAT Results					
		School	District	DDESS	Nation
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	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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Robins AFB, GA 31098-1043

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Fax Number: (912) 926-0525
Commercial Phone:
(912) 926-5745

DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Benchmark Criteria** 75% => Proficient	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**

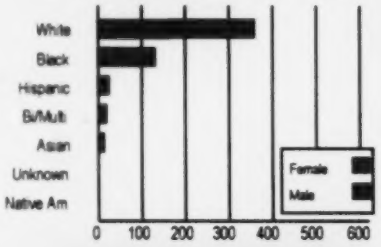
BEST COPY AVAILABLE

Robins AFB, GA

Department of Defense Education Activity
Robins Elementary School (PK-6)
1997/98 School Profile
Jeanne Kay Roberts, Principal

School Characteristics

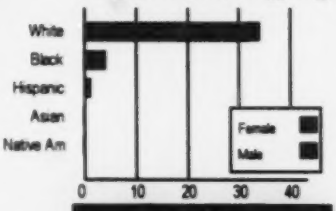
Student Enrollment - 528



Grade	
PreK	37
K	72
1	69
2	83
3	74
4	73
5	66
6	54
Total	528

Sponsor Affiliation	
Marine	<.5%
Army	2%
Navy	1%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	25
Special Education	4
Other Professionals	10

Special Programs			
PK-12	Special Education	75	14%
K-8	TAG	27	5%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
New	2
1-3	3
4-6	1
7-10	4
> 10	29

Mobility Rate
32% Per Year

Teacher Education	
BA/BS	33 %
MA/MS	67 %
Doctorate	0 %

Principal's Highlights

Robins Elementary School, an active member of the Team Robins, educates pre-schoolers through the sixth grade. Our highly qualified faculty and staff is augmented by a very effective parent volunteer program that increased 48% and a strong partnership with the military community.

Focusing on reading across the curriculum, our home reading program encouraged students to select material from a wide variety of subjects, and 1,500,428 minutes of out-of-school reading were recorded September - March. This year, a computer assisted reading program, Accelerated Reader, was implemented. Family Math and Science Nights not only reinforced our home-school partnership, but also excited both parents and students as they discovered the fun these two disciplines can offer.

Grades K-6 received computer instruction. Those in grades 3-6 received intensive keyboarding instruction and showed an 86% growth in words per minute. Our proactive discipline program has focused on helping students to accept responsibility for their own actions. Of the students who visited the Opportunity Room, 45% showed an improve-met in self-discipline. We are proud of the gains that Robins has made during this year. Our standard of providing the best for our students ensures renewed commitment as we look forward to the 98-99 school year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students in grades K-6 received computer instruction. All students in grades 3-6 received instruction in keyboarding. Student growth in words per minute improved above established baseline as follows: 3rd grade - 111%; 4th grade - 105%; 5th grade - 66%; and 6th grade - 61%.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students' knowledge of math and science concepts was improved by promoting more parent and community involvement in science activities. Students' interest was also revitalized through the use of innovative programs, projects, and speakers. Benchmark accomplished.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff development needs for educational development were identified through the use of a staff survey and classes, workshops, and conferences were offered. 100% of the staff participated in some area of staff development. A staff development notebook continues to be updated periodically.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

Seventy 386 PC's were replaced by 486 PC's. A variety of software programs were installed also. Training workshops will be available for the staff during the summer of 1998.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.6	4.8	4.2
Co-Supporters	4.4	4.1	3.8
Co-Learners	4.1	3.8	3.4
Co-Teachers	4.1	4.0	3.8
Co-Advisors	3.7	3.9	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents volunteered a total of 4268 hours from August - April for our school which was an increase of 48%. Parents participated in a variety of school programs including Robins Readers, Young Astronauts, and Family Math and Science Nights. Robins Readers Home Reading Program has recorded 1,500,428 minutes from Sept - March.

Standardized Test Results

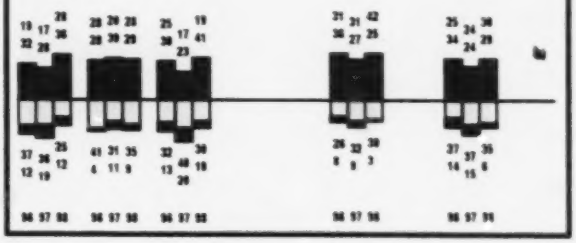
Grade 3

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	58	61	56.7	72	56
District	64	63	57.8	74	66.3
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	69	69	69	69	69

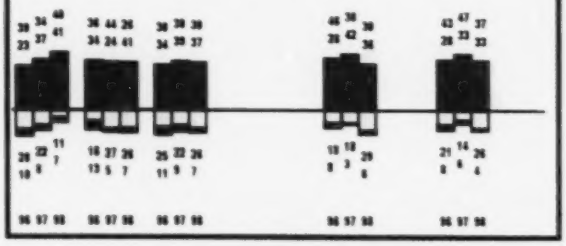
Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



Grade 4

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
	69.7	58.7	60.7	65.3	68.2
	65.7	58.4	60.3	63.5	66.4
	66.3	61.1	60.4	57.6	62.5
	50	50	50	50	50
	70	70	70	70	70



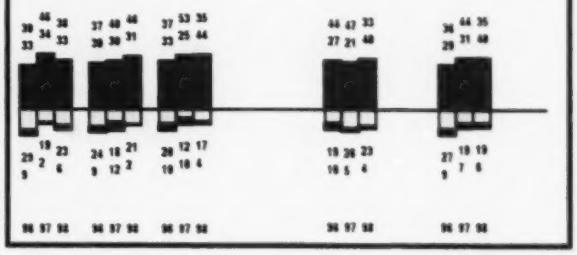
Grade 6

1998 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
School	63	68.5	69.5	68.4	70
District	61	63.8	65	67.5	69.8
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	48	48	48	48	48

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

SECTION S

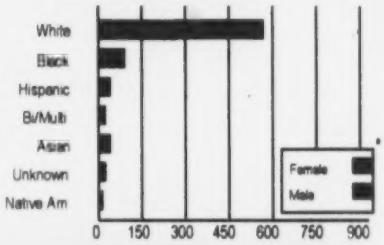
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

WEST POINT DISTRICT
1997-1998

Department of Defense Education Activity
West Point Dependents Schools (PK-8)
1997/98 District Profile
Lawanna Mangleburg, Superintendent

District Characteristics

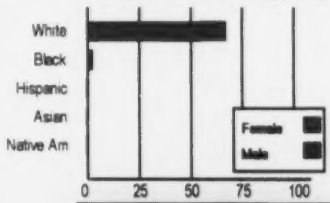
Student Enrollment - 770



Grade	
PreK	77
K	106
1	105
2	88
3	72
4	82
5	70
6	66
7	55
8	49
Total	770

Sponsor Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Administrators	2
Classroom Teachers	44.3
Special Education	8.1
Other Professionals	10.2

Special Programs			
Grade Offered	Program		
PK-12	Special Education	79	10%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	6
7-10	6
> 10	51

Mobility Rate
12% Per Year

Teacher Education	
Degree	Teachers
BA/BS	24 %
MA/MS	75 %
Doctorate	1 %

Superintendent's Highlights

The West Point Schools continued to build on their history and strong tradition. A high quality of education was maintained and improved upon during this past school year - WPS is a true "learning community." The Middle States Association accredits both the elementary school and the middle school. This past year the system successfully completed its 6th Year Review.

This year was extremely successful. The West Point Middle School received a site visit from the United States Department of Education. The National Review Panel awarded the National Blue Ribbon School of Excellence Award for 1997-98 to WPMS. This is a great example of what can happen when superior educators and motivated students combine to "Be Their Best."

Likewise, the elementary school developed assessments and activities that matched our goals through its Strategic Planning process. Parental communication was refined and meaningful involvement by parents in classroom activities was increased.

These advancements, and many others too numerous to emphasize, made this a GREAT school year.

DoDEA Strategic Plan: School Improvement Implementation School Year '97-'98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students in both schools have utilized technology to learn additional skills and to complete assignments. Classroom teachers, the information specialist, and the computer lab teacher have jointly developed some of these assignments. Social studies, Science & English research projects at the upper grades have been completed & keyboarding skills have been emphasized.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A new math curriculum was developed and implemented in both schools. The new curriculum matches the NCTM National Standards and emphasizes a discovery approach. The new materials provide additional opportunities for students to problem solve, use higher level thinking skills and "learn by doing."

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Teachers received staff development in brain-based learning, TESA, and the Writing Process. Teachers also are receiving training with respect to Win 95 & Office 97. One teacher at each grade level received training in the Computer Curriculum Corp. (CCC) program. Teachers also participated in other training such as "Work Sampling," the NYAEC conference & writing assessment.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The computer lab was converted to Win NT computers this year. All teachers have been assigned electronic mail addresses and new PCs were installed in each classroom. Teachers have received training in Win 95 and Win NT. Some have also started Office 97 training. All employees have direct access to the Internet and other Post resources.

Average Ratings of SHIP Progress		
Tier	District	DDESS
Co-Communicators	4.4	4.2
Co-Supporters	4.3	3.8
Co-Learners	3.5	3.4
Co-Teachers	4.1	3.8
Co-Advisors	3.9	3.5
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

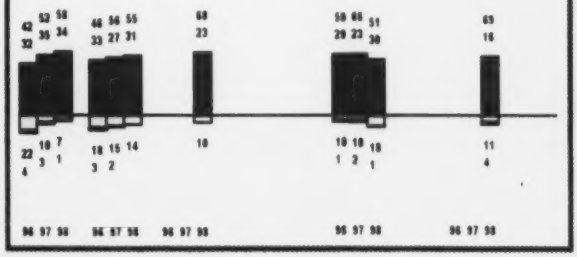
Parental participation on the SITs was our main point of focus this year - the teams were expanded to include many more parents. The number of parents volunteering in the schools has increased significantly. Additionally, the kinds of activities in which the parents were involved have added substantially to the curriculum of each school.

Standardized Test Results

Grade 4

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	80.2	79.7	85.1	77.3	85.6
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	74	74	74	74	74

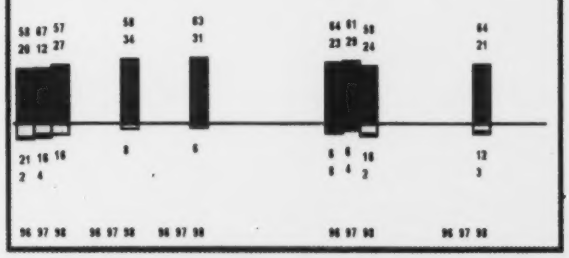
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 6

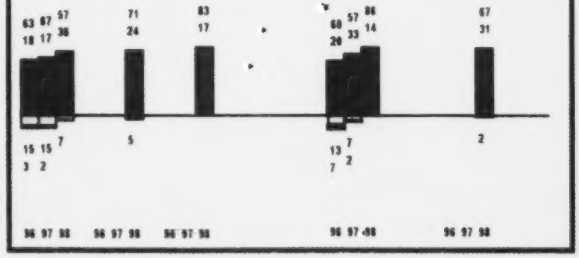
	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	77	78	83.4	82.3	84
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	67	67	67	67	67



Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
District	81.5	88.3	88.8	90.4	85.5
DDESS	62.8	64.5	61.2	60.9	62.2
Nation	50	50	50	50	50
# Students	42	42	42	42	42

Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

SAT Results		District	DDESS	Nation
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

West Point School
Building 705A, Barry Road
West Point, NY 10996-1196

DSN Phone: 688-3506
Fax Number: (914) 938-2724
Commercial Phone:
(914) 938-3506

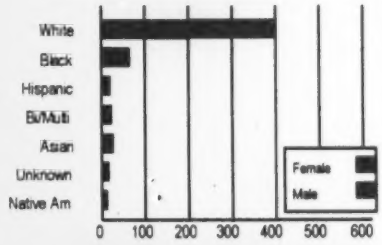
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	62	Met	33.9%	64.5%	1.6%	0%	0%
8	98	39	Met	48.7%	46.2%	5.1%	0%	0%

West Point, NY

Department of Defense Education Activity
West Point Elementary School (PK-4)
1997/98 School Profile
Cynthia H. Chen, Principal

School Characteristics

Student Enrollment - 530



Grade	
PreK	77
K	106
1	105
2	88
3	72
4	82
Total	530

Sponsor Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	3%
US Civilians	<.5%
Non-US Civilians	<.5%

Special Programs

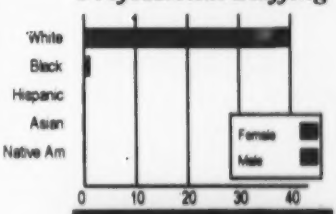
Grade Offered	Program		
PK-12	Special Education	55	10%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	5
7-10	4
> 10	27

Mobility Rate
13% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	25
Special Education	5.5
Other Professionals	8.7

Teacher Education

Degree	Teachers
BA/BS	28 %
MA/MS	70 %
Doctorate	2 %

Principal's Highlights

The elementary SIT met monthly to develop assessments and activities that matched our goals. To improve parental communication and the meaningfulness of involvement, we increased parental classroom assistance and the quality of communication. During Native American month, we had parents as storytellers and dancers. Several parents have helped in the computer lab installing software and helping with the writing process. Ninety-five percent of our parents volunteered for at least one activity this year.

New workstations were purchased to update the computer lab. We also installed additional classroom cable drops and purchased a wide variety of new computer programs. The classrooms all received updated computers for in-class work stations. This has increased student proficiency with computers. Teachers are working to integrate computer projects within the classroom studies. All students have begun to work on the successmaker program in the area of math.

All students have begun to work on the Successmaker program in the area of math. In the areas of math and science, new materials and curriculum reflecting the National Standards have been adopted. Students have participated in a wide variety of challenging and stimulating learning activities in these areas, from talking online to NASA to creating volcanoes and rockets.

DoDEA Strategic Plan: School Improvement Implementation School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students K-4 are learning keyboarding and writing skills on the computer; kindergarten through second grade is utilizing Read, Write and Type, and third and fourth grades are using Keyboards and Microsoft Word. The kindergarten students are beginning to use an individualized computer math program that stores their work in an electronic portfolio.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

This year, students in K-4 utilized new materials in their math classes. The materials support the curriculum goals adopted last year and provide more opportunities for problem solving, higher level thinking skills and "learning by doing." Teachers implemented our new science curriculum K-4. The new curriculum reflects the National Standards and utilizes a discovery approach.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

All teachers, preschool to grade four, received staff development in brain-based learning, Teacher Effectiveness, Student Achievement, and the Writing Process. Teachers received training in an individualized Computer Curriculum, use of the online catalog, Developmentally Appropriate practices, and portfolio assessment. Individual teachers attended the NYAEC.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

The computer lab received 25 Win NT desktop computers this year. New programs to improve writing and keyboarding were taught. In individual classrooms, the number of computer workstations was also increased. Everyone has access to the Internet and all classrooms have integrated computer activities into their curriculum.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	4.1	4.4	4.2
Co-Supporters	3.9	4.3	3.8
Co-Learners	3.3	3.5	3.4
Co-Teachers	3.8	4.1	3.8
Co-Advisors	3.6	3.9	3.5

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

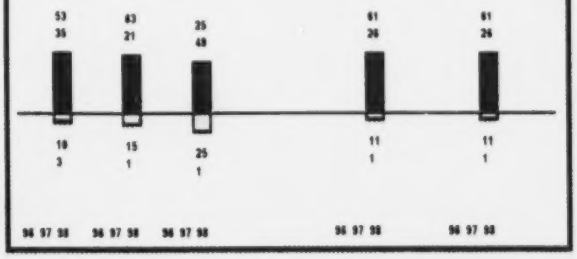
Our focus on parental participation this year was on more meaningful parent involvement. Our SIT was expanded to include more parents. The number of parents volunteering in the school increased significantly as did the types of activities parents provided. Parents presented science experiments, read to students and served as editors and listeners for both reports and writings. We are traking parental involvement by the tier.

Standardized Test Results

Grade 3

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	78.7	80	62.7	81.5	81
District	78.7	80	62.7	81.5	81
DDESS	59.1	62.1	50.2	60.1	58.1
Nation	50	50	50	50	50
# Students	72	72	72	72	72

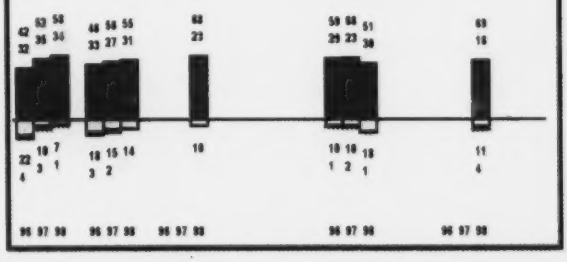
Percent of Students in Each Quarter



76-99
51-75
26-50
1-25

Grade 4

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	80.2	79.7	85.1	77.3	85.6
District	80.2	79.7	85.1	77.3	85.6
DDESS	66.3	61.1	60.4	57.6	62.5
Nation	50	50	50	50	50
# Students	74	74	74	74	74



1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School					
District					
DDESS					
Nation					
# Students					

Percent of Students in Each Quarter

NOT APPLICABLE

76-99
51-75
26-50
1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

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West Point ES
Building 705-A Barry Rd.
West Point, NY 10996-1196

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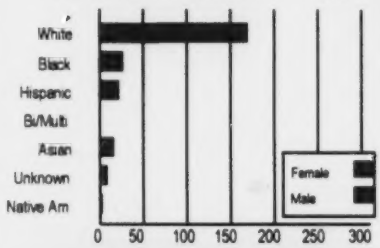
DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

West Point, NY

Department of Defense Education Activity
West Point MS (5-8)
1997/98 School Profile
John V. Zenyuh, Principal

School Characteristics

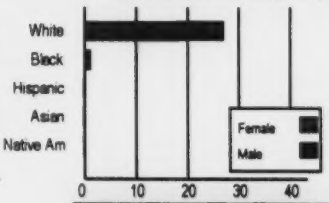
Student Enrollment - 240



Grade	
5	70
6	66
7	55
8	49
Total	240

Sponsor Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	19.3
Special Education	2.6
Other Professionals	1.5

Special Programs

Grade Offered	Program		
PK-12	Special Education	24	10%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	2
> 10	24

Mobility Rate
11% Per Year

Teacher Education	
Degree	Teachers
BA/BS	19 %
MA/MS	81 %
Doctorate	0 %

Principal's Highlights

In addition to providing our students a quality education, the West Point Middle School staff, expended a great deal of time and energy during the first semester to complete the Blue Ribbon School nomination form.

Our efforts were rewarded! The National Review Panel selected our school for a site visit. Only 172 of 437 schools who submitted the nomination form were recommended for site visits. On 19 May congresswoman Sue Kelly notified us that we were awarded the Blue Ribbon School of Excellence Award for SY 1997-98.

We continued to enjoy exceptional parental and community support in the classrooms, on field trips, with our sixth grade three day overnight outdoor education program, and with our science fair. This year almost 60% of our student body participated in the science fair! Also, we continued to enjoy student success stories in areas such as academic achievement, athletic competition, and fine arts performances. Of the 28 cross-country athletes who qualified at the Regional Meets to compete at the National Championship, six (6) achieved All-American status. Twelve (12) students successfully auditioned to perform in the county orchestra, jazz band and chorus.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97-98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students in 5-8 have been using the Internet to complete assignments jointly organized and assigned by classroom teachers, library media teacher, and the computer lab teacher. Students in grade 5 have completed a science research project. Sixth grade students completed a social studies research project and seventh and eighth grade students have completed English research projects.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Our new math curriculum that was developed to match the NCTM National Standards was implemented. Also, we purchased and currently employ correlated software titled "Hot Pages"; HRU video to solve multi-step real life problems, and 'additional' Jasper Woodbury Series (JWS) problem solving CDs for our JWS library.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Teachers utilize videotapes as instruction tools to learn how to use Windows 95 software that includes Microsoft Word and Excel. 94% of the staff received training on the Writing Process and TESA while 24% of the staff (all math teachers) received training from Prentice Hall on "how to" incorporate technology in math classrooms. CCC training was conducted for six teachers.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers were assigned electronic mail addresses. New PCs were purchased and one installed in each classroom. Teachers have received training on the mechanics of the operating system, and through the efforts of our Educational Technician, received tutorial help to learn Win 95 and Win NT.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DDESS**
Co-Communicators	**4.8**	**4.4**	**4.2**
Co-Supporters	**4.8**	**4.3**	**3.8**
Co-Learners	**3.8**	**3.5**	**3.4**
Co-Teachers	**4.4**	**4.1**	**3.8**
Co-Advisors	**4.3**	**3.9**	**3.5**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

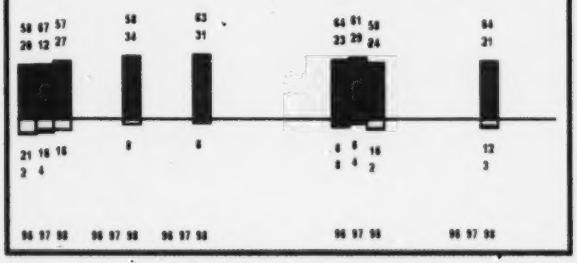
Throughout the school year the school improvement team corroborated with, parents, teachers, and students to develop a consistent discipline procedure. Areas of the final draft that involve the Provost Marshal and the Keller Army Hospital will be reviewed by those organizations in June.

Standardized Test Results

Grade 6

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	77	78	83.4	82.3	84
District	77	78	83.4	82.3	84
DDESS	58.9	61.4	59.7	59.5	63.3
Nation	50	50	50	50	50
# Students	67	67	67	67	67

Percent of Students in Each Quarter



Grade 7

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
	82.8	81	87.6	88	83.5
	82.8	81	87.6	88	83.5
	66.4	61.7	61.7	60.5	60.8
	50	50	50	50	50
	50	50	50	50	50

Grade 8

1998 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.3 Math	Benchmark 4.3 Science
School	81.5	88.3	88.8	90.4	85.5
District	81.5	88.3	88.8	90.4	85.5
DDESS	62.8	64.5	61.2	60.9	62.2
Nation	50	50	50	50	50
# Students	42	42	42	42	42

Percent of Students in Each Quarter

SAT Results		School	District	DDESS	Nation
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	505

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DoDEA Writing Assessment								
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Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	62	Met	33.9%	64.5%	1.6%	0%	0%
8	98	39	Met	48.7%	46.2%	5.1%	0%	0%

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Department of Defense Education Activity

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DoDEA Pamphlet 98-C-014.

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Photos: P. Lambe